Raising Capacity for
Inclusive People engaged
in private sponsorship

Syllabus
for training paths

STAKEHOLDERS TRAINING

WP4

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- **ONE CURRICULUM FOR EACH TARGET**

• Hosting families
• Local families supporting refugees' families
• University students
• Mentors to work
• Associations and stakeholder networks

- **TABLE OF CONTENTS OF EACH CURRICULUM**

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- **MODULES**

MODULE 1 - CROSS-CUTTING SKILLS – 4 UNITS

It is preparatory –and therefore common -for all training courses.
It helps fostering the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement any mentoring relationship.

MODULE 2 - SPECIFIC SKILLS – 2 UNITS

It addresses the specific target: basic knowledge and skills to support the mentors' role in the specific contexts.

CURRICULUM 1
HOSTING FAMILIES

RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

STAKEHOLDERS TRAINING

Curriculum 1. Hosting families

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FOREWORD

This document is part of a collection of five curricula, designed in order to train five different targets of prospective mentors:
- Hosting families
- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks

Every curriculum includes two modules:

MODULE 1. This module is common to the five curricula, as it helps fostering the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement any mentoring relationship.

MODULE 2. It addresses the different targets' needs: basic knowledge and skills to support the mentors' specific roles and contexts.

CURRICULUM	MODULE 1 Cross-cutting skills	MODULE 2 Specific skills
1. Hosting families		**UNIT 2.1** *Living together: ins and out in daily life* **UNIT 2.2** *Flying the nest*
2. Local families supporting refugees' families	**UNIT 1.1** *Refugees* **UNIT 1.2** *Being mentor: motivation and role* **UNIT 1.3** *Empowerment* **UNIT 1.4** *The steeplechase*	**UNIT 2.1** *Highlighting values* **UNIT 2.2** *Rights and services*
3. University students		**UNIT 2.1** *Migrations* **UNIT 2.2** Loquor ergo sum – *I think, therefore I am*
4. Mentoring to work		**UNIT 2.1** *At work!* **UNIT 2.2** *The bag of tricks*
5. Associations and stakeholders networks		**UNIT 2.1** *Mentoring inside an organisation* **UNIT 2.2** *One-to-many/many-to-one: being in a group*

GLOSSARY

Expert: a person with a great experience who brings his/her knowledge and experience on one or more topics. In our context, the reception and inclusion of migrants.

Learner: participant and recipient of the training and forthcoming mentor.

Mentee: asylum seeker or person who has recently received a legal title to reside in the European Union and and will be receiving mentoring support.

Mentor: the person who will support a mentee in WP6 activities of the RaCIP project.

Mentee-family: a refugee household that has recently received legal title to reside in the European Union. It may include people who arrived at different times, and who are now facing together the dimensions of family and social life in a different context than their parents were born in.

Mentor-family: the family supporting a refugee family in the activities of Work Package 6 of the RaCIP project.

Newcomer: asylum seeker or person who has recently received a legal title to reside in the European Union.

Testimonial: a person who tells his/her own experience, helping learners to understand its true meanings.

Trainer: the leader of the training course. He/she will be present and active in all the training sessions.

INTRODUCTION

When a family decides to host a migrant, to share their everyday life, a small, great miracle happens. The presence and closeness that can only be allowed by cohabitation, changes the way people involved look at each other. New perspectives come up: that of the hosting family, to whom the migrant's face and story provide the key to rethink the collective drama of refugees more consciously and to break down preconceptions, both positive and negative; that of the migrant who, through words and gestures on a daily basis, builds up a relationship which, starting from the hosting family, encourages his/her integration at different levels.

A close proximity that, on the one hand, outlines a reciprocal growth and, on the other hand, builds a path for the gradual emancipation of the migrant who, through the hosting family's moral and material support, builds self-confidence, awareness and skills, which are – in turn - prerequisites for his/her autonomy.

Actually, the hosting family does not have a role of mere care, although the warmth of the home is the first comfort against fear and loneliness. As a matter of fact, the family, in the role of mentor, supports the migrant in his/her new life, helping him/her to integrate and actively participate in civic life and in the local network relations.

As the survey carried out by Refugees Welcome Italy, Réfugiés Bienvenue France and Second Tree (Greece)[1] highlighted, hosting families often play a crucial role in migrants' integration processes, both overcoming obstacles and barriers to their participation in active life (documents, work, etc...) and supporting personal relations. Hosting families and their social networks can be strategic to help finding a job and to support a new employment; to help finding a house or obtaining a driving license; to guide migrants in accessing basic services and filling documents and papers.

Living together allows both the members of the family and the migrant to better understand each other's cultures - starting from the language – thus overcoming misunderstandings and fostering a relationship based on mutual trust.

Moreover, the family is able to widen the migrants' networks of relations. As the above-mentioned survey showed, for 60% of the respondents hosting/supporting families facilitated the inclusion in networks wider than the migrants' traditional ones, usually composed of people from their own country (68.9% of respondents) and migrants in their same condition (68.9%).

These results are encouraging. They have been achieved "on the ground", based on a relationship of mutual trust that gets stronger every day and is able to overcome misunderstandings and disappointments. If willingness and generosity are necessary prerequisites, families have added their intellectual and emotional resources, as well as their creativity and a good deal of problem-solving skills.

Many comprehensible questions arise when deciding to host a migrant: hosting people usually reflect apprehension, a feeling of inadequacy, the fear of not being able to help or to give the appropriate support. What will the first meeting be like? How will we manage living together? How will we understand each other if it is not only language that divides us, but different customs, cultures and religions? How will friends and neighbours react? What answers will I be able to give to those who are looking for a job or who want to continue their studies? To those who need care? To

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[1] M.E. Biolo, G. Baracco, *Guide on successful community and family-based integration of refugees*, RaCIP Project, 2021.

those who would like to get a driving license or rent a house? Up to the key question: will I be left alone or will someone support me?[2]

In fact, when it comes to the right approach in hosting migrants, other main issues are involved: not only is it important to avoid any paternalistic approach, but also to steer clear from any disproportionate expectations on the part of the hosting families, with regard both to their own involvement and that of the host.

This Training for Hosting Families, run by trainers and supported by experts and witnesses, will try to answer all these questions, if possible even more. It is organised in two Modules, for a total amount of six Units. Module 1 (four Units) deals with the main cross-cutting issues of any mentorship experience, while Module 2 (two Units) focuses on the specific aspects related to the target group of hosting families.

Prerequisites

Applicant families include single parents and one-person households.
- Married or cohabiting couples without children
- Married or cohabiting couples with one or more children
- Lone parent families (one parent with one or more children)
- Single families

No mandatory prerequisites are indicated and no specific background knowledge is requested. However, the learners are required:
- motivation and a positive attitude
- adherence to the project core values (welcome, integration, multiculturalism)
- good listening skills, empathy, desire to engage with people from different cultures
- commitment in pursuing the project aims and in implementing its activities responsibly for the period required, aware that it will require a great deal of perseverance and energy.

Previous experience in voluntary work and/or with migrant populations may be an asset in the selection process.

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[2] Family based integration practices cannot be regard as standalone experiences but need to be supported by trained volunteers/operators as well as to be integrated by dedicated services (such as psychological support) to fully exploit their potential", in M.E. Biolo, G. Baracco, *Guide*, cit.

MODULE 1 – CROSS-CUTTING SKILLS

Training objectives and expected learning outcomes

Learning objectives	Expected learning outcomes
The aim of Module 1, which introduces all training courses, is to foster the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement a mentoring relationship.	At the end of Module 1, the mentor should have acquired: ▪ Understanding of the context, methodological assumptions and objectives of the RaCIP project; ability to use the WIX platform ▪ Knowledge of contemporary migratory phenomena ▪ Ability to reflect on the stories of migration, reception and first steps of integration ▪ Understanding of the key concepts of interculturality, empathy, empowerment ▪ Ability to listen to, analyse and interpret the mentee's needs ▪ Awareness of the attitudes to be adopted or avoided for an effective mentoring ▪ Basic knowledge about the main pathways to refugee status recognition and access to services.

Training contents

UNIT 1.1 – "Refugees" (duration: 2.30 hours)

The first Unit aims at shedding light on these main questions:
- Who are the people we would like to support?
- What is their background?
- Why did they come to Europe?
- What conditions do they live in?
- What are their fears, but also hopes and expectations?
- How can we create dialogue between people of different positionings, acknowledging differences in social, economic and political power?

Learners will be lead into the variety and complexity of the migratory issues: a world of women and men who, beyond their common condition of "newcomers", have different backgrounds and personal stories, far from our stereotypes. The learners not only will be introduced through report and statistics, but will meet testimonials telling their own experience.

Another focus will concern the motivations of the people attending the training and their awareness of the role they are going to play in the mentoring process.

FIRST STEP (1 hour) – "The RaCIP project"
- Participants and trainer's introduction (game or presentation in pairs[3])
- Presentation of RaCIP and its goals; the ethical, social and political meaning of private sponsorship will be stressed, as a strategy aiming not only at increasing migrants' integration but also the host communities cohesion and well-being
- Presentation of the training course
- Presentation of the WIX learning platform and how to use it during the training and the subsequent pilot experiences.

SECOND STEP (30 minutes) – "What do we know about refugees?"
The trainer invites participants to talk about the experiences they may have had with migrants, from simple meeting to a more engaging support. Common bias and stereotypes will be discussed starting from the participants' experience.

THIRD STEP (1 hour) – "People"
The trainer introduces two testimonials (or a family, in the training for mentor-families): an asylum seeker who has not yet received a response to his/her request for international protection and a migrant who has been in Europe for a few years and is better integrated in the hosting society (he/she has a job and accommodation). They will be asked to talk about their arrival and first steps of integration. Then they will be interviewed by the learners. Among the possible issues, vulnerability is recommended as an entry point for discussing inequalities or adversities as insecurity, relative economic or social disadvantage, limited coping capacity and unmet needs. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.2 – "Being mentor: motivation and role" (duration: 2.30 hours)

The second Unit has three main related aims:
- Help learners to understand their inner motivations to mentoring;
- Prepare them to cope with the difficulties they may encounter in their commitment;
- Make them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

FIRST STEP (30 minutes) – "Why did I choose to become mentor?"
Each learner is invited to think for himself and silently for 5 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down on the flipchart the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation (i.e.: I commit myself because with this experience will help my personal growth).

SECOND STEP (1 hour) – "What usually happens in practice"

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[3] The learners are divided into pairs. In each pair, one learner tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When learner A has finished telling to B, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Since this reversal of stories was not announced, some trainees are inevitably taken aback because they have not listened and memorised their partner's presentation with due attention. The person concerned can then intervene and integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the lesson to be learned: in a mentoring relationship, the starting point are the mentor's ability to listen and the mentee's attention.

Two volunteers or professional educators, who have already experienced mentoring with migrants, will be invited to talk about their experiences and how they lived this relationship from their personal and emotional point of view: difficulties, successes, failures, lessons learned. The learners will then interview the two experts. The trainer points out that, in a mentorship relation, disillusionment and discouragement are always around the corner: this is why patience, resilience and realism are required to the forthcoming mentors. Language barriers will be addressed, too: the trainer will explain how trying to overcome them by effective communication, following an approach that - in the process of progressive improvement of language skills - privileges relationships over learning and applying (in Italy, see the experience of "*Libera la parola*", an open lab for the use of Italian language to build relationships)[4].

THIRD STEP (1 hour) – "Empathy"

A psychologist and/or an anthropologist, who may use a role-play, will lead learners to think about the attitudes which help creating or destroying empathy between two people. They will reflect on how to listen, how to stay next to each other in the mentorship relation, without overwhelming one other, how to respect silences, how to deal with crises and desperation, how to handle lies or half-truths, how to encourage, how to discuss without arguing, how to embrace without suffocating. It will be emphasised that a mentoring relationship, even if it arises from the need to provide answers to a person's difficult or even dramatic conditions, is all the more effective when it develops through moments of well-being for both the mentor and the mentee.

The trainer will propose specific exercise/dynamic around the learning of empathy[5].

The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.3 – "Empowerment" (duration: 2.30 hours)

The third Unit aims at helping learners understand how to co-design and co-manage a path towards empowerment for his/her mentee. A premise is necessary: the concept of empowerment has problematic aspects, as a "delicate balance between empowerment and paternalism, substantial support, and suppression". We must be aware of consequences the role of "the grand benefactor". As pointed out, a wider autonomy and "power" of the target people should be recognised: "As desirable and necessary as it might sound to empower refugees, the elderly, ethnic minorities, the disabled, poor, those marginalized or discriminated against, whether the receivers of empowerment will truly feel empowered will depend on how the empowerer treats the intricate social processes taking place in empowerment situations"[6]. Social context(s) and individuals/groups agency are essential parts in drawing the line between empowerment and patronising actions. The involvement of empowerees in identifying and deciding which resources are made available to them, together adapting intervention methodologies, accordingly, ensures that both contexts and beneficiaries' agency are part of the process. Consequently, enhancing the possibility for the outcomes, of intervention processes, to truly increased agency and power in individual's life choices.

FIRST STEP (30 minutes) – "Empowerment: what does it mean?"

The trainer explains the meaning of "empowerment", its historical origins (in the emancipation movements in Latin America and in the community working in the USA), its relevance both in the individual and collective spheres. It will be explained, through some concrete examples, the

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[4] https://www.facebook.com/liberalaparolatrento/

[5] https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

[6] See L. Weidenstedt, Empowerment Gone Bad: Communicative Consequences of Power Transfers, 2016,
https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869

difference between a relationship based on assistance, which is therefore "passive", and a relationship that supports and brings people to increasing autonomy and self-esteem.

SECOND STEP (1 hour) – "Investigating needs and resources"
An expert (a person with a great experience in migrants' reception and integration) explains, by means of a Power Point and presenting cases, what are the most common and recurring asylum seekers and migrants' needs, both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). A debate will follow.
Then,the trainer and the expert will suggest the most appropriate approach to identify and prioritise the mentee/mentee-family's needs. It shall be stressed that each migrant, as well as migrant families, has not only needs but also resources, which the mentor has to discover, as they are the basis to co-design a successful supporting strategy.

THIRD STEP (1 hour) – "Territories and their networks"
The trainer explains that at RaCIP the mentor is seen as a facilitator in the relationships between the migrant/the mentee-family and the network of people/associations/supporting services. Each actor in the network can address a need and has its own knowledge, skills and resources. Mentor will be encouraged to involve all these actors in the mentoring relationship: public actors (institutions, agencies and services), non-profit organisations (i.e. structured civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). The crucial institutions/services/associations providing services in the area where mentors are going to implement their activities, will then be identified.
At the end, trainees will carry out two activities, individually or in small groups, as they prefer:
- ▪ Mapping their own territory to identify as many local actors as possible;
- ▪ Planning leisure activities, allowing the mentee to meet other local and foreign people, speak the local language, increase his/her network of relations.

UNIT 1.4 – "The steeplechase" (duration: 2.30 hours)

The last Unit provides learners with basic skills to support migrants in their pathways to the refugee status recognition and the access to basic services. The mentor cannot be a specialist in all these fields, but needs some basic notions to be able to stand by the mentee and facilitate his/her relationship with the public services and their officers (lawyers, police officers, civil servants in different administrations, etc.).
The topics to be dealt with shall be referred to the current rules and procedures concerning the legal aspects of asylum seekers and foreigners' reception in all the RaCIP partner countries. A lawyer or a senior expert with legal expertise will address:
   a. The path to obtain asylum or another form of humanitarian or international protection
   b. Provisional and permanent residence status
   c. The granting of citizenship
   d. The issue of residency
   e. Working during the period necessary to define refugee status.
   f. The rules for access to health services (emergency and non-emergency).
   g. Access to schooling and vocational training.
   h. The main forms of income support for foreigners from the state or local authorities.
The expert should provide concrete examples and make the technical explanation easily understandable to all learners. The trainer, recalling what already emerged in the previous meetings, should underline how much this "steeplechase" affects the condition and the psychological resilience of the people to be supported.

MODULE 2 – SPECIFIC SKILLS

Training objectives and expected learning outcomes

Training objectives	Expected learning outcomes
Acquisition of basic knowledge and skills to let coexistence overcome hospitality and cohabitation, thus becoming a hub of sociability, a reactive support towards problems and obstacles, an opportunity for the mutual human and cultural growth. The specific objectives concern: ▪ awareness of the strategic role of hospitality inside a family for migrants' inclusion ▪ awareness of the reciprocity of the relationship between the family and its host ▪ strengthening of the emotivity of the family members ▪ ability to support expectations and needs ▪ basic knowledge of the local service network and of their access channels ▪ awareness of the value of territorial networks and knowing how to orient oneself to build them.	By the end of Module 2, the mentors will have: ▪ refined their ability to control their "reception" anxiety, thanks to the understanding of the main dynamics of hospitality in a family ▪ refined their ability to listen, in order to identify their mentee's needs and aspirations and to be able to guide and support them in a path of inclusion coherent with them ▪ refined their organisational and problem-solving skills, in order to build day by day a cohabitation which can be constructive and enriching for both parties ▪ learned the basics of the main local services supporting migrants' integration and their respective offices and contact persons ▪ understood the dynamics of networking in their local community.

Training contents

UNIT 2.1 – "Living together: ins and outs in daily life" (duration: 3 hours)

The first Unit of Module 2 deals with cohabitation, to help hosting families facing and overcoming possible anxieties and worries linked to meeting the new host and to the subsequently organising and managing the everyday domestic dimension, which involves a cultural diversity that requires gradual and mutual adaptation. The dialogue between different cultures starts from proximity and everyday gestures, which will help mutual understanding and lay the foundations for mutual trust, which is the starting and crucial condition for any positive and constructive relationship.

Dialogue and discussion with people who have already experienced the same feelings is an excellent reference point and source of inspiration, a support not to let oneself be overcome by

discouragement or sense of powerlessness. On a personal level, it is undoubtedly a source of comfort and encouragement to know that other people have already made this same choice, experienced the same anxieties, faced and solved the same problems. The message is: you are not alone and there is nothing shameful or embarrassing in sharing your fears.

The following steps will be introduced with the support of the results of the two studies concerning refugees and hosting families which have been produced for the purposes of the Racip project, as a starting point for further discussions and learning (see Teaching materials, resources, texts).

FIRST STEP (1 hour) – "Welcome home!"
The trainer organises a focus group with the trainees, in order to build a canvas of topics/situations to be submitted to three families who have already experienced hospitality (see third step of this same Unit 2.1). During this first step, the trainees will be asked to reflect on the meaning of hospitality and on how to demonstrate, especially in the initial phase, attention, involvement, empathy, in a delicate balance between solicitude and appropriate discretion. The initial welcoming will be addressed, too, referring also to children and young people living in the family, as well as to neighbours, to foster understanding and closeness in contexts that may not be immediately friendly.

METHODOLOGY. Focus group, canvas of topics for discussion.

SECOND STEP (1 hour) – "From 8 to 22: home spaces and times"
Everyday life is made up not only of thoughts, words and intentions. Living together, mutual cultures express themselves through everyday actions and practices, which are as concrete as they are necessary. These gestures need to be included in a framework of shared rules. For the hosting family too, this means adapting to a new, different way of life. Simple gestures, possibly taken for granted, can be a source of misunderstanding. In many cases, the hosts are not familiar with the local way of carrying out basic household chores, which they tend to replicate according to their own customs (e.g. making the bed, washing clothes, hanging out the laundry) or they need support in using technology. Therefore, it is necessary to have the right sensibility to guide one's mentee in the management of daily life, without abrupt impositions or presumption of superiority, but aiming at a gradual, mutual adaptation.
The trainer will therefore guide learners in the elaboration of an "agenda" built on the "timetables" of daily life, also providing indications on how to set up the basic rules of cohabitation. Themes and problems will be discussed in the third step of this same Unit 2.1.

METHODOLOGY. Focus group, canvas of topics for discussion.

THIRD STEP (1 hour) - "Together, we can"
Three families who have already experienced hospitality report to the new hosting families. As already pointed out in the introduction, it is important to avoid any paternalistic approach, as well as any disproportionate families' expectations. These two issues, together with the conflicts that may arise – also due to mutual misunderstandings - will be addressed and discussed starting from the families' concrete experience.

METHODOLOGY. Interactive meeting: general introduction and discussion based on the inputs and topics from steps 1 and 2 of Unit 2.1.

UNIT 2.2 – "Flying the nest" (duration: 3 hours)

The support of the hosting family is crucial - as we have already stressed - in migrants' integration process. All aspects are involved: overcoming obstacles and barriers, supporting the recognition of rights (documents, right to health, etc...), introducing to local culture, fostering relations with the local community.

This second Unit addresses – from a concrete point of view - aspects of migrants' life which involve their relationships outside home. The access to facilities and essential services will be considered, as well as those issues - e.g. job and housing search - necessary to complete their path towards autonomy. In particular, the connections with social services and social workers on the territory will be focused on.

FIRST STEP (1 hour) – "The world outside: I need…"

In this first step some of the main obstacles, both material and bureaucratic, that migrants have to face in their path to independence and that have been the subject of Unit 1.4, will be addressed from a practical point of view. The trainer will prepare a series of simulations, presenting typical situations: learners will identify needs, proposing and sketching consequent paths and solutions.

METHODOLOGY. Exercise, discussion and question time

SECOND STEP (1 hour) – "The world outside: relationships"

The family is the first core of a community which is not self-enclosed but is, in turn, a bridge to a wider community: the parental network, first of all, which extends - in concentric circles - to a wider network of relations: friends, colleagues, neighbours, association, civil society. The aim is to recreate outside the home, as far as possible, the closeness and the friendly relationships that occur spontaneously inside the family.
The trainer will help learners to identify and "rebuild" their own network and then discuss, all together, its strengths and weaknesses. Sharing free time with migrants will also be addressed and experiences of participation to the social life of the hosting country will be brought, hopefully also through direct testimonies.

METHODOLOGY. *Focus group*, canvas of questions to put during the third step of Unit 2.2.

THIRD STEP (1 hour) - "This is what we did"

Three families who have already experienced hospitality relate to the new hosting families.

METHODOLOGY. Interactive meeting: general introduction and discussion based on the inputs and topics from step 2 of Unit 2.2.

The last 30 minutes of Unit 2.2. will be dedicated to the face-to-face evaluation of the training course.

The meetings end with some practical indications on the beginning of the mentoring pathways (WP6) and on the on-going support/training system that the project Partners will provide to mentors during their experience alongside migrants.

Learning assessment

The learning assessment takes mainly the form of self-assessment. Each learner will have to prepare a written report on the following questions in the two weeks following the last meeting:
- How and to what extent has the training helped me to be more aware of migrants and their integration?
- How will I plan and develop a relationship of empathy and empowerment with the mentee I will be entrusted with?
- How will I plan the cohabitation with my mentee?
- How I think I could help him/her to integrate in my social network?

The reports will be sent to the trainer, who will contact each learner to provide his/her feedback and possibly deepen with him/her aspects and topics which still need clarification.

Teaching materials, resources, texts

- Mateus, S., D. Santa-Marta, J. P. Pereira, M. Clemente & T. Seabra (2021). *Private Sponsorship and community-based integration: The PAR example and other good practices* (Paper for RaCIP Project). Lisbon: Iscte-Instituto Universitário de Lisboa, https://www.racip.eu/_files/ugd/6edbd8_aae16e97fa9249e99272400b3e14265e.pdf
- Refugees Welcome, *Chi sono i rifugiati e le rifugiate?* https://docs.google.com/presentation/d/1_uBAxwgW7Pnl75Kef1Dmh79nPbBFhfAV/edit#slide=id.p21
- EURITA, *Mentoring Refugees. A handbook for volunteers*, 2019, download at https://ec.europa.eu/migrant-integration/library-document/mentoring-refugees-handbook-volunteers_en
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CURRICULUM 2

LOCAL FAMILIES SUPPORTING REFUGEES' FAMILIES

RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

STAKEHOLDERS TRAINING

Curriculum 2. Local families supporting refugees' families

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FOREWORD

This document is part of a collection of five curricula, designed in order to train five different targets of prospective mentors:

- Hosting families
- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks

Every curriculum includes two modules:

MODULE 1. This module is common to the five curricula, as it helps fostering the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement any mentoring relationship.

MODULE 2. It addresses the different targets' needs: basic knowledge and skills to support the mentors' specific roles and contexts.

CURRICULUM	MODULE 1 Cross-cutting skills	MODULE 2 Specific skills
1. Hosting families	**UNIT 1.1** *Refugees* **UNIT 1.2** *Being mentor: motivation and role* **UNIT 1.3** *Empowerment* **UNIT 1.4** *The steeplechase*	**UNIT 2.1** *Living together: ins and out in daily life* **UNIT 2.2** *Flying the nest*
2. Local families supporting refugees' families		**UNIT 2.1** *Highlighting values* **UNIT 2.2** *Rights and services*
3. University students		**UNIT 2.1** *Migrations* **UNIT 2.2** Loquor ergo sum – *I think, therefore I am*
4. Mentoring to work		**UNIT 2.1** *At work!* **UNIT 2.2** *The bag of tricks*
5. Associations and stakeholders networks		**UNIT 2.1** *Mentoring inside an organisation* **UNIT 2.2** *One-to-many/many-to-one: being in a group*

GLOSSARY

Expert: a person with a great experience who brings his/her knowledge and experience on one or more topics. In our context, the reception and inclusion of migrants.

Learner: participant and recipient of the training and forthcoming mentor.

Mentee: asylum seeker or person who has recently received a legal title to reside in the European Union and and will be receiving mentoring support.

Mentor: the person who will support a mentee in WP6 activities of the RaCIP project.

Mentee-family: a refugee household that has recently received legal title to reside in the European Union. It may include people who arrived at different times, and who are now facing together the dimensions of family and social life in a different context than their parents were born in.

Mentor-family: the family supporting a refugee family in the activities of Work Package 6 of the RaCIP project.

Newcomer: asylum seeker or person who has recently received a legal title to reside in the European Union.

Testimonial: a person who tells his/her own experience, helping learners to understand its true meanings.

Trainer: the leader of the training course. He/she will be present and active in all the training sessions.

INTRODUCTION

The social inclusion of a refugee family, compared to that of a single refugee, presents specific characteristics, potentials and challenges.

Family-oriented integration processes are different from individual oriented ones. The concept of family includes categories behind the Euro-centric heteronormative nuclear definition of the family: same-sex couples, common-law or conjugal partnerships and other familial configurations that may include siblings, aunts, uncles, cousins, and multiple generations or partners. Children may sometimes be regarded as independent adults at a particular age, which may not correspond with how all host or origin cultures deem children's transition to adulthood. This means a more inclusive definition of family should be embraced, so as to steer clear of stereotypes around more "traditional" refugee families, or a risk of positioning different notions of family in an evolution line where some family arrangements can be seen as backwords, which is not at all desirable[7].

In general terms, the family has two major strengths:
- the emotional support that family members of "newcomers" can give to and receive from the other members of the family (unlike the daily solitude that can unfortunately may characterise the situation of single refugees);
- the greater breadth of stimuli and knowledge about the local context that can be exchanged and shared on a daily basis within the family context.

Migrant families have been studied as they adapt to their new context: this implies a redefinition of roles and parenting competences as well as a rethinking of daily routines and symbolic meanings attributed to rituals experienced in contexts distant from where the migrants were born. They also find, in the welcoming countries, lack of autonomy and privacy; and difficulties in maintaining family responsibilities and roles. Also, families diverse, so there is a need for awareness of diversity and intersectionality in approaches with families.

One risk is that the refugee family, feeling self-sufficient, will turn in upon itself or limit its openness to families of the same ethnic group, thus remaining isolated from the rest of the local community. This risk is greater for adult and older members of the refugee family, as children and young people attending school are more likely to be continually confronted with other ideas, habits and behaviour.

In the long-term path towards inclusion of a refugee family, therefore, a relationship with a family-mentor, who accompanies the former in two distinct but intertwined dimensions, could be of great help:
- the first help, very practical, is full access to the rights and services offered by the local and national host community;
- the second help, more psychological and cultural, is knowledge and understanding of the system of values, norms, meanings and behaviours of the society in which refugees now live.

Such a mentoring process, on the other hand, can greatly enrich the local family it supports, both culturally and psychologically (with an increase in the attitudes of listening, empathy and solidarity) and spiritually (i.e. of "sense of life").

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[7] More relevant information: https://read.oecd-ilibrary.org/social-issues-migration-health/making-integration-work_9789264279520-en#page7; and https://www.researchgate.net/profile/Encarnacion-La-Spina/publication/332767189_Goodbad_migrant_families_and_their_integration_in_the_European_Union/links/5cc8cb8d299bf120978b656b/Good-bad-migrant-families-and-their-integration-in-the-European-Union.pdf

Prerequisites

No mandatory prerequisites are indicated and no specific background knowledge is requested.

However, the learners are required:
- motivation and a positive attitude
- adherence to the project core values (welcome, integration, multiculturalism)
- good listening skills, empathy, desire to engage with people from different cultures
- commitment in pursuing the project aims and in implementing its activities responsibly for the period required, aware that it will require a great deal of perseverance and energy.

The mentor-family must be a family
- well integrated in the local context;
- empathetic and curious about other people and cultures, consequently non-judgmental;
- who can make available a certain number of hours each month to meet the refugee family and carry out "leisure and free time" activities with them.

The presence of children is not essential, but can be important to facilitate dialogue and accompaniment with the refugee family, normally characterised by the presence of children and adolescents.

MODULE 1 – CROSS-CUTTING SKILLS

Training objectives and expected learning outcomes

Learning objectives	Expected learning outcomes
The aim of Module 1, which introduces all training courses, is to foster the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement a mentoring relationship.	At the end of Module 1, the mentor should have acquired: ■ Understanding of the context, methodological assumptions and objectives of the RaCIP project; ability to use the WIX platform ■ Knowledge of contemporary migratory phenomena ■ Ability to reflect on the stories of migration, reception and first steps of integration ■ Understanding of the key concepts of interculturality, empathy, empowerment ■ Ability to listen to, analyse and interpret the mentee's needs ■ Awareness of the attitudes to be adopted or avoided for an effective mentoring ■ Basic knowledge about the main pathways to refugee status recognition and access to services.

Training contents

UNIT 1.1 – "Refugees" (duration: 2.30 hours)

The first Unit aims at shedding light on these main questions:
- Who are the people we would like to support?
- What is their background?
- Why did they come to Europe?
- What conditions do they live in?
- What are their fears, but also hopes and expectations?
- How can we create dialogue between people of different positionings, acknowledging differences in social, economic and political power?

Learners will be led into the variety and complexity of the migratory issues: a world of women and men who, beyond their common condition of "newcomers", have different backgrounds and personal stories, far from our stereotypes. The learners not only will be introduced through report and statistics, but will meet testimonials telling their own experience.

Another focus will concern the motivations of the people attending the training and their awareness of the role they are going to play in the mentoring process.

FIRST STEP (1 hour) – "The RaCIP project"
- Participants and trainer's introduction (game or presentation in pairs[8])
- Presentation of RaCIP and its goals; the ethical, social and political meaning of private sponsorship will be stressed, as a strategy aiming not only at increasing migrants' integration but also the host communities cohesion and well-being
- Presentation of the training course
- Presentation of the WIX learning platform and how to use it during the training and the subsequent pilot experiences.

SECOND STEP (30 minutes) – "What do we know about refugees?"
The trainer invites participants to talk about the experiences they may have had with migrants, from simple meeting to a more engaging support. Common bias and stereotypes will be discussed starting from the participants' experience.

THIRD STEP (1 hour) – "People"
The trainer introduces two testimonials (or a family, in the training for mentor-families): an asylum seeker who has not yet received a response to his/her request for international protection and a migrant who has been in Europe for a few years and is better integrated in the hosting society (he/she has a job and accommodation). They will be asked to talk about their arrival and first steps of integration. Then they will be interviewed by the learners. Among the possible issues, vulnerability is recommended as an entry point for discussing inequalities or adversities as insecurity, relative economic or social disadvantage, limited coping capacity and unmet needs. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.2 – "Being mentor: motivation and role" (duration: 2.30 hours)

The second Unit has three main related aims:
- Help learners to understand their inner motivations to mentoring;
- Prepare them to cope with the difficulties they may encounter in their commitment;
- Make them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

FIRST STEP (30 minutes) – "Why did I choose to become mentor?"
Each learner is invited to think for himself and silently for 5 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down on the flipchart the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation (i.e.: I commit myself because with this experience will help my personal growth).

SECOND STEP (1 hour) – "What usually happens in practice"

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[8] The learners are divided into pairs. In each pair, one learner tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When learner A has finished telling to B, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Since this reversal of stories was not announced, some trainees are inevitably taken aback because they have not listened and memorised their partner's presentation with due attention. The person concerned can then intervene and integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the lesson to be learned: in a mentoring relationship, the starting point are the mentor's ability to listen and the mentee's attention.

Two volunteers or professional educators, who have already experienced mentoring with migrants, will be invited to talk about their experiences and how they lived this relationship from their personal and emotional point of view: difficulties, successes, failures, lessons learned. The learners will then interview the two experts. The trainer points out that, in a mentorship relation, disillusionment and discouragement are always around the corner: this is why patience, resilience and realism are required to the forthcoming mentors. Language barriers will be addressed, too: the trainer will explain how trying to overcome them by effective communication, following an approach that - in the process of progressive improvement of language skills - privileges relationships over learning and applying (in Italy, see the experience of "*Libera la parola*", an open lab for the use of Italian language to build relationships)[9].

THIRD STEP (1 hour) – "Empathy"

A psychologist and/or an anthropologist, who may use a role-play, will lead learners to think about the attitudes which help creating or destroying empathy between two people. They will reflect on how to listen, how to stay next to each other in the mentorship relation, without overwhelming one other, how to respect silences, how to deal with crises and desperation, how to handle lies or half-truths, how to encourage, how to discuss without arguing, how to embrace without suffocating. It will be emphasised that a mentoring relationship, even if it arises from the need to provide answers to a person's difficult or even dramatic conditions, is all the more effective when it develops through moments of well-being for both the mentor and the mentee.
The trainer will propose specific exercise/dynamic around the learning of empathy[10].
The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.3 – "Empowerment" (duration: 2.30 hours)

The third Unit aims at helping learners understand how to co-design and co-manage a path towards empowerment for his/her mentee. A premise is necessary: the concept of empowerment has problematic aspects, as a "delicate balance between empowerment and paternalism, substantial support, and suppression". We must be aware of consequences the role of "the grand benefactor". As pointed out, a wider autonomy and "power" of the target people should be recognised: "As desirable and necessary as it might sound to empower refugees, the elderly, ethnic minorities, the disabled, poor, those marginalized or discriminated against, whether the receivers of empowerment will truly feel empowered will depend on how the empowerer treats the intricate social processes taking place in empowerment situations"[11].

FIRST STEP (30 minutes) – "Empowerment: what does it mean?"

The trainer explains the meaning of "empowerment", its historical origins (in the emancipation movements in Latin America and in the community working in the USA), its relevance both in the individual and collective spheres. It will be explained, through some concrete examples, the difference between a relationship based on assistance, which is therefore "passive", and a relationship that supports and brings people to increasing autonomy and self-esteem.

SECOND STEP (1 hour) – "Investigating needs and resources"

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[9] https://www.facebook.com/liberalaparolatrento/
[10] https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

[11] See L. Weidenstedt, Empowerment Gone Bad: Communicative Consequences of Power Transfers, 2016, https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869

An expert (a person with a great experience in migrants' reception and integration) explains, by means of a Power Point and presenting cases, what are the most common and recurring asylum seekers and migrants' needs, both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). A debate will follow.

Then,the trainer and the expert will suggest the most appropriate approach to identify and prioritise the mentee/mentee-family's needs. It shall be stressed that each migrant, as well as migrant families, has not only needs but also resources, which the mentor has to discover, as they are the basis to co-design a successful supporting strategy.

THIRD STEP (1 hour) – "Territories and their networks"

The trainer explains that at RaCIP the mentor is seen as a facilitator in the relationships between the migrant/the mentee-family and the network of people/associations/supporting services. Each actor in the network can address a need and has its own knowledge, skills and resources. Mentor will be encouraged to involve all these actors in the mentoring relationship: public actors (institutions, agencies and services), non-profit organisations (i.e. structured civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). The crucial institutions/services/associations providing services in the area where mentors are going to implement their activities, will then be identified.

At the end, trainees will carry out two activities, individually or in small groups, as they prefer:
- Mapping their own territory to identify as many local actors as possible;
- Planning leisure activities, allowing the mentee to meet other local and foreign people, speak the local language, increase his/her network of relations.

UNIT 1.4 – "The steeplechase" (duration: 2.30 hours)

The last Unit provides learners with basic skills to support migrants in their pathways to the refugee status recognition and the access to basic services. The mentor cannot be a specialist in all these fields, but needs some basic notions to be able to stand by the mentee and facilitate his/her relationship with the public services and their officers (lawyers, police officers, civil servants in different administrations, etc.).

The topics to be dealt with shall be referred to the current rules and procedures concerning the legal aspects of asylum seekers and foreigners' reception in all the RaCIP partner countries. A lawyer or a senior expert with legal expertise will address:
a. The path to obtain asylum or another form of humanitarian or international protection
b. Provisional and permanent residence status
c. The granting of citizenship
d. The issue of residency
e. Working during the period necessary to define refugee status.
f. The rules for access to health services (emergency and non-emergency).
g. Access to schooling and vocational training.
h. The main forms of income support for foreigners from the state or local authorities.

The expert should provide concrete examples and make the technical explanation easily understandable to all learners. The trainer, recalling what already emerged in the previous meetings, should underline how much this "steeplechase" affects the condition and the psychological resilience of the people to be supported.

MODULE 2 – SPECIFIC SKILLS

Training objectives and expected learning outcomes

Training objectives	Expected learning outcomes
- Develop the concepts of "same" and "different" - Develop the mentors' ability to empathically and critically confront other conceptions of family, women, intergenerational relations, health, and individual growth trajectories. - Understand what attitudes need to be adopted in the mentoring relationship in order to favour the full affirmation of the rights of migrant women and children. - Deepen their knowledge of the housing market, the education system and the health system in their own country.	- Mentors capable of discussing with mentees the ways and meanings of family dynamics, without any sense of patronising approaches but with a full awareness of the rights of women, children and all people. - Mentors capable of supporting their mentees concretely, in the best possible way, in the dimensions of living, studying and caring.

Training contents

UNIT 2.1 – "Highlighting values" (duration: 2 hours)

This Unit leads mentor-families to reflect on the similarities and differences between their own culture and that of the countries refugees come from. In this sense, it takes up many of the contents of Module 1, with a special focus on family dynamics.

Consequently, activities to highlight shared and different values among the same participant mentor-families will be put in place, to answer the following questions:
- How do I feel when I visit a family that is different from mine?
- What does it mean to accept someone's differences?
- How can I be more accepting of someone who is different from me?

FIRST STEP (30 minutes) – "Same and different… what makes a family a family"
We must start from the concept of "culture" as an abstract generalisation, which - if misused - can even be dangerous. In reality, each person has his/her own system of values, meanings and habits, which depends on a large number of variables: national and local context, family context, level of education and income, personal experiences, beliefs, religious faiths, membership of groups, associations, congregations... Moreover, the vision and role of the family - also thanks to the mutual fusion between cultures - are constantly changing, even in those local communities which have slower rhythms of economic growth and integration into the globalised world.

At the end of this step, the mentor-families will have learnt the concepts of "same" and "different".

METHODOLOGY. The expert - an anthropologist or a family sociologist is suggested - could start by asking the trainees to tell about their own families: meaning of living together, roles and hierarchies, caring for children and elderly parents and relatives. The expert could then give some examples of different today's models of family, to demonstrate how dangerous and misleading generalisations are and how instead:

1. the concept of family is a dynamic one, as it changes with time and places;
2. visions about family are different in the world, and approaching them with no prejudice is necessary.

SECOND STEP (45 minutes) – "The relation parents – children - school"

This second step involves a general reflection on affective and educational relationships between parents and children, and the triangulation parents - children – school. For example, we all know how migrants are usually very impressed - when not stunned – by the "informal" way children refer to their parents in our countries.

METHODOLOGY. To introduce, the expert will briefly outline the evolution of the parent-children relationships in Europe. Then, the basis of the parent-child relationship in migrants' home countries will be examined, possibly with the support of testimonials. The trainees, together with the trainer, will then draw up a mental map of the difficulties they encountered in the parent-child and parent-child-school relationship, in order to investigate why difficulties arise and how they can be addressed. The trainer could decide to divide the trainees into subgroups, according to the different age groups of their children.

THIRD STEP (45 minutes) – "Migrant women"

The third step focuses on the role of women in family, community and social life. While understanding and advocating the relevance of women autonomy and the importance of women at work for the household income, it's crucial to premise that female empowerment is a multidimensional process which has been unfolding throughout history and setting not just social landscapes but also individual and collective psychological possibilities and dispositions which have allowed for social change in gender relations and for specific historical, political, economic and social key factors and events which have been promoting gender equality. This is to say that setting the economic empowerment as a priority might be a sort of violence to women themselves and a cultural imposition. The challenge is "how can we (mentors) distance and identify gender specific needs and address them?" rather than "how can we facilitate women's empowerment?"

METHODOLOGY. The expert will lead the learners to reflect on the factors that prevent women's easy integration in the hosting country. Data show that the use of the hosting country language is often lacking for too many migrant women. For them, exchanges risk to be limited within the community of origin, so preventing those women without significant relationships in the social sphere, from the use of the local language, which means – in turns - renounce to express themselves. The relevance of migrant women's link with their home country (culture of origin and children remained at home) will be explored, too. We might have to think outside of the box when having women in mind and set a framework of "addressing gender specific needs" which might take the hosts/mentors to be sensitive to differences in gender relations/dynamics and gender roles to make sure women have their needs addressed and are not neglected and/or marginalized if seen all with the same gaze.

The expert will illustrate three or four case studies of migrant women, reflecting - together with the learners - on the factors affecting positively and negatively their paths. Finally, the trainees will ask themselves what attitudes in the mentoring relationship can lead to positive or negative outcomes.

UNIT 2.2 – "Rights and services" (duration: 2.30 hours)

This Unit will provide mentor-families with basic knowledge to help mentee-families improve their quality of life and level of social inclusion, with regard to three fundamental dimensions: living, studying (and having children study) and health protection.

FIRST STEP (40 minutes) – "Housing"

Searching for a house that suits one's family needs and economic resources and building positive relationships with neighbours: these are the two major challenges for most migrant families. The mentor-family should be ready to support mentees in both situations .

METHODOLOGY. A migrant family, who have been living in the hosting country for at least 5 years, tells the trainees about the difficulties it encountered in finding a location and in dealing with landlords and neighbours; they then will refer to the lessons learned and how a mentor-family can help a refugee family to manage housing as well as possible.

SECOND STEP (40 minutes) – "Studying"

It's very difficult for a migrant family to fully understand the hosting country educational system, due to low schooling and to major differences with education in their home country. Yet studying (and having their children study) is crucial for social inclusion and well-being, for the quality of relations within and ouside the family.
In order to be able to support their mentees, mentors will therefore need a basic knowledge of their own country education system, including vocational training, university and adult education, also considering the changes that have affected education in the EU during the last twenty to thirty years. This knowledge is fundamental in order to be able to better guide and support the educational paths of the mentee-family members.

METHODOLOGY. An expert in education and training explains to the learners the current educational system:
- basic notions about the national educational system;
- courses and specialisations: high school, technical and vocational training;
- public and private schools;
- adult education and second chance schools;
- non-formal education: opportunities and supply;
- after school: studying at home;
- communication with schools and teachers.

THIRD STEP (40 minutes) - "Healthcare"

When it comes to health care, a migrant family may find it difficult to fully understand the local health care systems. Relevant differences in the anthropological concept of illness and treatment, as well as in the procedures and language of our hyper-specialised health care systems can even prevent the access to treatments.
The mentor-families must be able to:
- understand approaches to illness and care different from their own;
- accompany mentees benefit from the services the local health system offers to citizens.

METHODOLOGY. An expert (possibly a doctor or a health manager with a knowledge in migration medicine) explains the trainees - through examples and case studies – the different approach to health and care between origin and hosting cultures. He will then remind learners the basic mechanisms to access the national and local health services.

The last 30 minutes of Unit 2.2. will be dedicated to the face-to-face evaluation of the training course.

The meetings end with some practical indications on the beginning of the mentoring pathways (WP6) and on the on-going support/training system that the project Partners will provide to mentors during their experience alongside migrants.

Learning assessment

The evaluation takes place through:
- a collective discussion on the knowledge acquired;
- an individual questionnaire, with open-ended answers, to be filled in and submitted after the end of the course.

Teaching materials, resources, texts

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- EURITA, *Mentoring Refugees. A handbook for volunteers*, 2019, download at https://ec.europa.eu/migrant-integration/library-document/mentoring-refugees-handbook-volunteers_en

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CURRICULUM 3
UNIVERSITY STUDENTS

RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

STAKEHOLDERS TRAINING

Curriculum 3. University Students

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How to cite this publication

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FOREWORD

This document is part of a collection of five curricula, designed in order to train five different targets of prospective mentors:
- Hosting families
- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks

Every curriculum includes two modules:
MODULE 1. This module is common to the five curricula, as it helps fostering the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement any mentoring relationship.
MODULE 2. It addresses the different targets' needs: basic knowledge and skills to support the mentors' specific roles and contexts.

CURRICULUM	MODULE 1 Cross-cutting skills	MODULE 2 Specific skills
1. Hosting families		**UNIT 2.1** *Living together: ins and out in daily life* **UNIT 2.2** *Flying the nest*
2. Local families supporting refugees' families	**UNIT 1.1** *Refugees* **UNIT 1.2** *Being mentor: motivation and role* **UNIT 1.3** *Empowerment* **UNIT 1.4** *The steeplechase*	**UNIT 2.1** *Highlighting values* **UNIT 2.2** *Rights and services*
3. University students		**UNIT 2.1** *Migrations* **UNIT 2.2** Loquor ergo sum – *I think, therefore I am*
4. Mentoring to work		**UNIT 2.1** *At work!* **UNIT 2.2** *The bag of tricks*
5. Associations and stakeholders networks		**UNIT 2.1** *Mentoring inside an organisation* **UNIT 2.2** *One-to-many/many-to-one: being in a group*

GLOSSARY

Expert: a person with a great experience who brings his/her knowledge and experience on one or more topics. In our context, the reception and inclusion of migrants.

Learner: participant and recipient of the training and forthcoming mentor.

Mentee: asylum seeker or person who has recently received a legal title to reside in the European Union and and will be receiving mentoring support.

Mentor: the person who will support a mentee in WP6 activities of the RaCIP project.

Mentee-family: a refugee household that has recently received legal title to reside in the European Union. It may include people who arrived at different times, and who are now facing together the dimensions of family and social life in a different context than their parents were born in.

Mentor-family: the family supporting a refugee family in the activities of Work Package 6 of the RaCIP project.

Newcomer: asylum seeker or person who has recently received a legal title to reside in the European Union.

Testimonial: a person who tells his/her own experience, helping learners to understand its true meanings.

Trainer: the leader of the training course. He/she will be present and active in all the training sessions.

INTRODUCTION

University students can be key players in asylum seekers and newcomers' process of inclusion, particularly of migrants aged 18-23. This category of mentors is usually characterised by open-mindedness and a willingness to overcome prejudices.

The closeness of age can also help mentors and mentees to share experiences in their spare time, but also reflections and thoughts, both on their personal growth paths and on social issues.

For students of humanities, and in particular of disciplines such as anthropology, sociology, cultural mediation, social psychology, educational sciences, science of social services, etc., the mentoring experience can become a kind of university internship, or at least a practical experience that intertwines with theoretical studies, offering a concrete ground for testing what is being studied.

Moreover, through the mentoring of a foreign peer, the university student acquires an awareness that he/she can then share with his/her fellow countrymen, with a view to preventing and overcoming racist and discriminatory attitudes.

Prerequisites

No specific background knowledge is required.

Previous volunteering experience is not necessarily required, although it can be useful as a basis for individual learning.

Nevertheless the learners are required:
- motivation and a positive attitude
- adherence to the project core values (welcome, integration, multiculturalism)
- good listening skills, empathy, desire to engage with people from different cultures
- commitment in pursuing the project aims and in implementing its activities responsibly for the period required, aware that it will require a great deal of perseverance and energy.

MODULE 1 – CROSS-CUTTING SKILLS

Training objectives and expected learning outcomes

Learning objectives	Expected learning outcomes
The aim of Module 1, which introduces all training courses, is to foster the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement a mentoring relationship.	At the end of Module 1, the mentor should have acquired: ▪ Understanding of the context, methodological assumptions and objectives of the RaCIP project; ability to use the WIX platform ▪ Knowledge of contemporary migratory phenomena ▪ Ability to reflect on the stories of migration, reception and first steps of integration ▪ Understanding of the key concepts of interculturality, empathy, empowerment ▪ Ability to listen to, analyse and interpret the mentee's needs ▪ Awareness of the attitudes to be adopted or avoided for an effective mentoring ▪ Basic knowledge about the main pathways to refugee status recognition and access to services.

Training contents

UNIT 1.1 – "Refugees" (duration: 2.30 hours)

The first Unit aims at shedding light on these main questions:
- Who are the people we would like to support?
- What is their background?
- Why did they come to Europe?
- What conditions do they live in?
- What are their fears, but also hopes and expectations?
- How can we create dialogue between people of different positionings, acknowledging differences in social, economic and political power?

Learners will be lead into the variety and complexity of the migratory issues: a world of women and men who, beyond their common condition of "newcomers", have different backgrounds and personal stories, far from our stereotypes. The learners not only will be introduced through report and statistics, but will meet testimonials telling their own experience.

Another focus will concern the motivations of the people attending the training and their awareness of the role they are going to play in the mentoring process.

FIRST STEP (1 hour) – "The RaCIP project"
- Participants and trainer's introduction (game or presentation in pairs[12])
- Presentation of RaCIP and its goals; the ethical, social and political meaning of private sponsorship will be stressed, as a strategy aiming not only at increasing migrants' integration but also the host communities cohesion and well-being
- Presentation of the training course
- Presentation of the WIX learning platform and how to use it during the training and the subsequent pilot experiences.

SECOND STEP (30 minutes) – "What do we know about refugees?"
The trainer invites participants to talk about the experiences they may have had with migrants, from simple meeting to a more engaging support. Common bias and stereotypes will be discussed starting from the participants' experience.

THIRD STEP (1 hour) – "People"
The trainer introduces two testimonials (or a family, in the training for mentor-families): an asylum seeker who has not yet received a response to his/her request for international protection and a migrant who has been in Europe for a few years and is better integrated in the hosting society (he/she has a job and accommodation). They will be asked to talk about their arrival and first steps of integration. Then they will be interviewed by the learners. Among the possible issues, vulnerability is recommended as an entry point for discussing inequalities or adversities as insecurity, relative economic or social disadvantage, limited coping capacity and unmet needs. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.2 – "Being mentor: motivation and role" (duration: 2.30 hours)

The second Unit has three main related aims:
- Help learners to understand their inner motivations to mentoring;
- Prepare them to cope with the difficulties they may encounter in their commitment;
- Make them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

FIRST STEP (30 minutes) – "Why did I choose to become mentor?"
Each learner is invited to think for himself and silently for 5 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down on the flipchart the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation (i.e.: I commit myself because with this experience will help my personal growth).

SECOND STEP (1 hour) – "What usually happens in practice"

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[12] The learners are divided into pairs. In each pair, one learner tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When learner A has finished telling to B, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Since this reversal of stories was not announced, some trainees are inevitably taken aback because they have not listened and memorised their partner's presentation with due attention. The person concerned can then intervene and integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the lesson to be learned: in a mentoring relationship, the starting point are the mentor's ability to listen and the mentee's attention.

Two volunteers or professional educators, who have already experienced mentoring with migrants, will be invited to talk about their experiences and how they lived this relationship from their personal and emotional point of view: difficulties, successes, failures, lessons learned. The learners will then interview the two experts. The trainer points out that, in a mentorship relation, disillusionment and discouragement are always around the corner: this is why patience, resilience and realism are required to the forthcoming mentors. Language barriers will be addressed, too: the trainer will explain how trying to overcome them by effective communication, following an approach that - in the process of progressive improvement of language skills - privileges relationships over learning and applying (in Italy, see the experience of "*Libera la parola*", an open lab for the use of Italian language to build relationships)[13].

THIRD STEP (1 hour) – "Empathy"
A psychologist and/or an anthropologist, who may use a role-play, will lead learners to think about the attitudes which help creating or destroying empathy between two people. They will reflect on how to listen, how to stay next to each other in the mentorship relation, without overwhelming one other, how to respect silences, how to deal with crises and desperation, how to handle lies or half-truths, how to encourage, how to discuss without arguing, how to embrace without suffocating. It will be emphasised that a mentoring relationship, even if it arises from the need to provide answers to a person's difficult or even dramatic conditions, is all the more effective when it develops through moments of well-being for both the mentor and the mentee.
The trainer will propose specific exercise/dynamic around the learning of empathy[14].
The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.3 – "Empowerment" (duration: 2.30 hours)

The third Unit aims at helping learners understand how to co-design and co-manage a path towards empowerment for his/her mentee. A premise is necessary: the concept of empowerment has problematic aspects, as a "delicate balance between empowerment and paternalism, substantial support, and suppression". We must be aware of consequences the role of "the grand benefactor". As pointed out, a wider autonomy and "power" of the target people should be recognised: "As desirable and necessary as it might sound to empower refugees, the elderly, ethnic minorities, the disabled, poor, those marginalized or discriminated against, whether the receivers of empowerment will truly feel empowered will depend on how the empowerer treats the intricate social processes taking place in empowerment situations"[15].

FIRST STEP (30 minutes) – "Empowerment: what does it mean?"
The trainer explains the meaning of "empowerment", its historical origins (in the emancipation movements in Latin America and in the community working in the USA), its relevance both in the individual and collective spheres. It will be explained, through some concrete examples, the difference between a relationship based on assistance, which is therefore "passive", and a relationship that supports and brings people to increasing autonomy and self-esteem.

SECOND STEP (1 hour) – "Investigating needs and resources"

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[13] https://www.facebook.com/liberalaparolatrento/
[14] https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

[15] See L. Weidenstedt, Empowerment Gone Bad: Communicative Consequences of Power Transfers, 2016, https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869

An expert (a person with a great experience in migrants' reception and integration) explains, by means of a Power Point and presenting cases, what are the most common and recurring asylum seekers and migrants' needs, both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). A debate will follow.

Then,the trainer and the expert will suggest the most appropriate approach to identify and prioritise the mentee/mentee-family's needs. It shall be stressed that each migrant, as well as migrant families, has not only needs but also resources, which the mentor has to discover, as they are the basis to co-design a successful supporting strategy.

THIRD STEP (1 hour) – "Territories and their networks"

The trainer explains that at RaCIP the mentor is seen as a facilitator in the relationships between the migrant/the mentee-family and the network of people/associations/supporting services. Each actor in the network can address a need and has its own knowledge, skills and resources. Mentor will be encouraged to involve all these actors in the mentoring relationship: public actors (institutions, agencies and services), non-profit organisations (i.e. structured civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). The crucial institutions/services/associations providing services in the area where mentors are going to implement their activities, will then be identified.

At the end, trainees will carry out two activities, individually or in small groups, as they prefer:
- Mapping their own territory to identify as many local actors as possible;
- Planning leisure activities, allowing the mentee to meet other local and foreign people, speak the local language, increase his/her network of relations.

UNIT 1.4 – "The steeplechase" (duration: 2.30 hours)

The last Unit provides learners with basic skills to support migrants in their pathways to the refugee status recognition and the access to basic services. The mentor cannot be a specialist in all these fields, but needs some basic notions to be able to stand by the mentee and facilitate his/her relationship with the public services and their officers (lawyers, police officers, civil servants in different administrations, etc.).

The topics to be dealt with shall be referred to the current rules and procedures concerning the legal aspects of asylum seekers and foreigners' reception in all the RaCIP partner countries. A lawyer or a senior expert with legal expertise will address:
i. The path to obtain asylum or another form of humanitarian or international protection
j. Provisional and permanent residence status
k. The granting of citizenship
l. The issue of residency
m. Working during the period necessary to define refugee status.
n. The rules for access to health services (emergency and non-emergency).
o. Access to schooling and vocational training.
p. The main forms of income support for foreigners from the state or local authorities.

The expert should provide concrete examples and make the technical explanation easily understandable to all learners. The trainer, recalling what already emerged in the previous meetings, should underline how much this "steeplechase" affects the condition and the psychological resilience of the people to be supported.

MODULE 2 – SPECIFIC SKILLS

Training objectives and expected learning outcomes

Training objectives	Expected learning outcomes
- Knowledge of contemporary migratory phenomena - Knowledge of approaches and techniques to promote language learning in informal situations.	At the end of Module 2, the mentor should: - know the causes and general characteristics of 21st Century migration flow - be able to help the mentee enter meaningful socialisation experiences - know how to help improve the mentee's language skills.

Training contents

UNIT 2.1 – "Migrations" (duration: 2.30)

This Unit aims at providing learners with a general knowledge to understand the migratory phenomena affecting Europe, and thus to place individual stories in the framework of contemporary socio-economic reality.

FIRST STEP (30 minutes)
The first 30 minutes are dedicated to a sum up of the previous meetings: the trainer asks learners what impressions they had while listening to testimonials and what reflections they have subsequently developed.

SECOND STEP (2 hours)
The following topics will be developed with the help of experts from universities:
a. Historical background: migration has always existed and is a constant feature of human history.
b. The migratory flows towards Europe since 2010: dimensions, origins, causes, routes, socio-demographic aspects of "People in move".
c. Migration flows as a geopolitical tool: relations between the EU and Turkey, the Libyan case, the intertwining of migration policies and development cooperation policies.
d. EU and national state policies on:
   - the right to asylum;
   - other forms of international and humanitarian protection;
   - economic migration (with appropriate references to the international treaties that regulate the matter);
   - reception of refugees and asylum seekers (the different models of "resettlement" and "private sponsorships", taking also into account the local contexts).
e. Inter-culturalism versus clashes of cultures: beyond the conceptual model of "us and them", understanding the mechanisms that lead each culture to a continuous transformation, thanks also to the encounter with other cultures and mutual influence.

It would be appropriate if the first three topics were dealt with by an expert with a historical - sociological - statistical profile; the fourth topic by an expert with a political - legal profile; the last one by an anthropologist.

Trainers are asked to prepare the meeting by carefully coordinating the experts in order to avoid overlapping, gaps or excessively long interventions.

The meeting ends with the trainer recommending the trainees to watch videos and read texts available on the WIX platform.

METODOLOGY. The methodologies have been explained in detail alongside the contents, and include - depending on the different moments - discussions, brain storming, listening to testimonies, interviews with testimonials and experts, role plays, frontal lessons with the use of video presentations, home-works, watching films, reading texts.

UNIT 2.2 – "Loquor ergo sum – I speak, therefore I am" (duration: 2 hours)

Unit 2.2. provides the learners with a general approach to be able to concretely help mentees to improve their skills in the host country language, using all the possible accompanying and sharing moments of the mentoring relationship.

FIRST STEP (1 hour) – "Preliminary topics"
- What informal learning means and what are its peculiar characteristics, if compared to formal and non-formal learning;
- What are the basic mechanisms of learning and memorisation;
- The basics of effective verbal communication: pronunciation, syntax, verb conjugations and tenses.

SECOND STEP (1 hour) – "A step-by-step approach"
The mentor will follow a gradual approach. In a first phase, communication with the mentee should be given priority, reducing correction to a minimum; in a second phase, some short moments of learning/reinforcement/correction of basic notions should be introduced (for example, how to conjugate some commonly used verbs with respect to the subject; how to decline nouns with respect to number, gender and case); in a third phase, mentor and mentee should agree on creating situations where these corrections can become almost systematic.

METHODOLOGY. Interactive frontal lesson – mostly based on examples - led by a language teacher.

The last 30 minutes of Unit 2.2. will be dedicated to the face-to-face evaluation of the training course.

The meetings end with some practical indications on the beginning of the mentoring pathways (WP6) and on the on-going support/training system that the project Partners will provide to mentors during their experience alongside migrants.

Learning assessment

The learning assessment takes mainly the form of self-assessment. Each learner will have to prepare a written report on the following questions in the two weeks following the last meeting:

- What are the origins and causes of the migratory flows affecting my own Country and town?
- What is the composition of the migrant population in my town/region?
- At last, on a case study basis, learners will be asked to think of/design a path involving aggregative and socialising experiences for their mentees, able to improve and strengthen their language skills.

The reports will be sent to the trainer, who will contact each learner to provide his/her feedback and possibly deepen with him/her aspects and topics which still need clarification.

Teaching materials, resources, texts

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- Group activities ideas to foster emphaty https://www.ashoka.org/media/23588/download https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

CURRICULUM 4
MENTORING TO WORK

RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

STAKEHOLDERS TRAINING

Curriculum 4. Mentoring to work

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- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks

Every curriculum includes two modules:

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MODULE 2. It addresses the different targets' needs: basic knowledge and skills to support the mentors' specific roles and contexts.

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GLOSSARY

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Testimonial: a person who tells his/her own experience, helping learners to understand its true meanings.

Trainer: the leader of the training course. He/she will be present and active in all the training sessions.

INTRODUCTION

The integration into the labour market is a key indicator of migrants' success in their hosting country.

For this reason, the second step of the integration process - after the initial reception phase - complements the gradual inclusion of migrants into the local communities with the support towards their autonomy, for which economic independence - enabled by work - is a necessary condition. More generally, working is a fundamental achievement in any empowerment process aiming at new possibilities of life and relationships in the hosting context.

For migrants, entering the labour market is always a major challenge, notwithstanding the different integration policies in the various countries: speaking a language poorly known, accessing information, applying for a job, meeting a working "culture" different from one's own, establishing relationships with colleagues and superiors are all aspects that heavily affect the access to work.

Moreover, migrants have to face - almost everywhere - the lack of recognition of the qualifications obtained in their home countries, the difficulties detecting the channels for the recognition of the skills acquired through non-formal or informal training, the fragmentation of language or professional training to improve one's own competence.

The data of the survey carried out for the purposes of RaCIP by Refugees Welcome Italia, Réfugiés Bienvenus France and Second Tree (Greece) [16] confirm these statements: 46% of the sample interviewed completed higher education; 24% attended high school and 22% studied at university, while another 22% continued their studies at middle school level. At the time of the survey, only 30% of those who attended universities and high schools had completed the recognition process.

In this context, only 16% of the migrants interviewed declared they had found a job corresponding to their education and qualifications. Nevertheless, about 67% were satisfied with their work. To explain this gap, we might assume that the job status is more important than the kind of work they actually do.

Looking at the working situations, at the time of the survey 53.3% of the refugees interviewed were employed, but only half of them had an open-ended contract. 21% were in more precarious situations: self-employed, seasonal, temporary and even no regular contract. In order to speed up migrants' entry into the labour market, they are often asked for a few months in the offices and structures of the host institutions: a temporary placement - usually three months - to promote understanding and awareness of the working practice and culture in the hosting country. Consequently – sooner or later – migrants will have to look for a job once again.

In this plurality of situations, different and complementary needs arise: on the one hand, the need to strengthen the competences and skills of those people who are already at work, in the forms of the traditional mentoring "at work" (workplace mentoring)[17]. On the other hand, just to help people looking for a job, mentoring "to" work is a form of intervention which, while borrowing several aspects from other forms of mentoring, "it addresses a different set of challenges and follows a

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[16] M.E. Biolo, G. Baracco, *Guide on successful community and family-based integration of refugees*, RaCIP Projecy, 2021

[17] It implies an already existing working relationship, usually in its start, where the mentor's role is to encourage the personal and not only professional growth of his/her mentee, aiming at helping him/her to integrate into the company and to boost the development of his/her talents. This affects positively the whole organisation, as mentoring "on the job" is a way of keeping one's staff engaged, productive and motivated, as well as of reducing the turnover rate and stabilising the company climate.

different trajectory when compared to them". In this sense "mentoring to work is an intercultural/intercontextual bridge between newcomers and a local labour market"[18].

Finally, pathway to mentor at work will tackle prejudice and discrimination between (all) employees and also be clearly based on a conceptualization of migrants as a resource and not as a problem to be solved.

It is precisely this extreme uncertainty - and the consequent need for migrants to re-enter the labour market several times - that requires synergies between these two forms of mentoring: education (mentoring "at" work) and guidance (mentoring "to" work). This means that, without underestimating the knowledge and tools of active labour market policies, mainly focused on economic capital (skills and abilities through vocational training, recognition and obtaining certificates and diplomas), we are going to develop notions and practices relating to the workplace and job position (including rights and safety), the relations with superiors and colleagues, the crucial knowledge and skills to deal with job search, selection and placement. This knowledge should be complemented by the "cultural capital", namely the working culture in the hosting country and the related social and the informative capital. Here lies the power of mentoring: its ability to reinforce other areas, such as informative capital and the development of social networks.

This Training for Mentors at work, run by trainers and supported by experts and witnesses, focuses on all these issues. It is organised in two Modules, for a total amount of six Units. Module 1 (four Units) deals with the main cross-cutting issues of any mentorship experience, while Module 2 (two Units) focuses on the specific aspects related to the target group.

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[18] In order to identify the concept and methodology of mentoring "to work" towards other forms of mentoring, to enhance its specific features and to promote its impact and credibility in the context of employment policies, it was defined as: "A person with more localised experience (mentor) provides guidance to a person with less experience (mentee), the objective of which is to support the mentee in making sustainable progress in his or her journey into the labour market. Both mentor and mentee voluntarily commit to this and establish contact on a regular basis. The relationship is initiated, facilitated and supported by a third actor (organisation). While asymmetrical, the mentoring relationship is of a reciprocal nature", in P. De Cuyper, H. Vandermeerschen, D. Purkayastha, *Migrant mentoring to work: defining an old-but-innovative instrument*, *International Journal of Evidence Based Coaching and Mentoring,* 2019, Vol. 17(2), pp.108-121. DOI: 10.24384/cy2r-jd97
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Prerequisites

No mandatory prerequisites are indicated and no specific background knowledge is requested. However, the learners are required to have:

- motivation and a positive attitude
- adherence to the project core values (welcome, integration, multiculturalism)
- good listening skills, empathy, desire to engage with people from different cultures
- commitment in pursuing the project aims and in implementing its activities responsibly for the period required, aware that it will require a great deal of perseverance and energy.

Previous experience in voluntary work and/or with migrant populations may be an asset in the selection process.

MODULE 1 – CROSS-CUTTING SKILLS

Training objectives and expected learning outcomes

Learning objectives	Expected learning outcomes
The aim of Module 1, which introduces all training courses, is to foster the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement a mentoring relationship.	At the end of Module 1, the mentor should have acquired: ▪ Understanding of the context, methodological assumptions and objectives of the RaCIP project; ability to use the WIX platform ▪ Knowledge of contemporary migratory phenomena ▪ Ability to reflect on the stories of migration, reception and first steps of integration ▪ Understanding of the key concepts of interculturality, empathy, empowerment ▪ Ability to listen to, analyse and interpret the mentee's needs ▪ Awareness of the attitudes to be adopted or avoided for an effective mentoring ▪ Basic knowledge about the main pathways to refugee status recognition and access to services.

Training contents

UNIT 1.1 – "Refugees" (duration: 2.30 hours)

The first Unit aims at shedding light on these main questions:
- Who are the people we would like to support?
- What is their background?
- Why did they come to Europe?
- What conditions do they live in?
- What are their fears, but also hopes and expectations?
- How can we create dialogue between people of different positionings, acknowledging differences in social, economic and political power?

Learners will be lead into the variety and complexity of the migratory issues: a world of women and men who, beyond their common condition of "newcomers", have different backgrounds and personal stories, far from our stereotypes. The learners not only will be introduced through report and statistics, but will meet testimonials telling their own experience.

Another focus will concern the motivations of the people attending the training and their awareness of the role they are going to play in the mentoring process.

FIRST STEP (1 hour) – "The RaCIP project"
- Participants and trainer's introduction (game or presentation in pairs[19])
- Presentation of RaCIP and its goals; the ethical, social and political meaning of private sponsorship will be stressed, as a strategy aiming not only at increasing migrants' integration but also the host communities cohesion and well-being
- Presentation of the training course
- Presentation of the WIX learning platform and how to use it during the training and the subsequent pilot experiences.

SECOND STEP (30 minutes) – "What do we know about refugees?"
The trainer invites participants to talk about the experiences they may have had with migrants, from simple meeting to a more engaging support. Common bias and stereotypes will be discussed starting from the participants' experience.

THIRD STEP (1 hour) – "People"
The trainer introduces two testimonials (or a family, in the training for mentor-families): an asylum seeker who has not yet received a response to his/her request for international protection and a migrant who has been in Europe for a few years and is better integrated in the hosting society (he/she has a job and accommodation). They will be asked to talk about their arrival and first steps of integration. Then they will be interviewed by the learners. Among the possible issues, vulnerability is recommended as an entry point for discussing inequalities or adversities as insecurity, relative economic or social disadvantage, limited coping capacity and unmet needs. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.2 – "Being mentor: motivation and role" (duration: 2.30 hours)

The second Unit has three main related aims:
- Help learners to understand their inner motivations to mentoring;
- Prepare them to cope with the difficulties they may encounter in their commitment;
- Make them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

FIRST STEP (30 minutes) – "Why did I choose to become mentor?"
Each learner is invited to think for himself and silently for 5 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down on the flipchart the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation (i.e.: I commit myself because with this experience will help my personal growth).

SECOND STEP (1 hour) – "What usually happens in practice"

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[19] The learners are divided into pairs. In each pair, one learner tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When learner A has finished telling to B, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Since this reversal of stories was not announced, some trainees are inevitably taken aback because they have not listened and memorised their partner's presentation with due attention. The person concerned can then intervene and integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the lesson to be learned: in a mentoring relationship, the starting point are the mentor's ability to listen and the mentee's attention.

Two volunteers or professional educators, who have already experienced mentoring with migrants, will be invited to talk about their experiences and how they lived this relationship from their personal and emotional point of view: difficulties, successes, failures, lessons learned. The learners will then interview the two experts. The trainer points out that, in a mentorship relation, disillusionment and discouragement are always around the corner: this is why patience, resilience and realism are required to the forthcoming mentors. Language barriers will be addressed, too: the trainer will explain how trying to overcome them by effective communication, following an approach that - in the process of progressive improvement of language skills - privileges relationships over learning and applying (in Italy, see the experience of "*Libera la parola*", an open lab for the use of Italian language to build relationships)[20].

THIRD STEP (1 hour) – "Empathy"

A psychologist and/or an anthropologist, who may use a role-play, will lead learners to think about the attitudes which help creating or destroying empathy between two people. They will reflect on how to listen, how to stay next to each other in the mentorship relation, without overwhelming one other, how to respect silences, how to deal with crises and desperation, how to handle lies or half-truths, how to encourage, how to discuss without arguing, how to embrace without suffocating. It will be emphasised that a mentoring relationship, even if it arises from the need to provide answers to a person's difficult or even dramatic conditions, is all the more effective when it develops through moments of well-being for both the mentor and the mentee.
The trainer will propose specific exercise/dynamic around the learning of empathy[21].
The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.3 – "Empowerment" (duration: 2.30 hours)

The third Unit aims at helping learners understand how to co-design and co-manage a path towards empowerment for his/her mentee. A premise is necessary: the concept of empowerment has problematic aspects, as a "delicate balance between empowerment and paternalism, substantial support, and suppression". We must be aware of consequences the role of "the grand benefactor". As pointed out, a wider autonomy and "power" of the target people should be recognised: "As desirable and necessary as it might sound to empower refugees, the elderly, ethnic minorities, the disabled, poor, those marginalized or discriminated against, whether the receivers of empowerment will truly feel empowered will depend on how the empowerer treats the intricate social processes taking place in empowerment situations"[22].

FIRST STEP (30 minutes) – "Empowerment: what does it mean?"
The trainer explains the meaning of "empowerment", its historical origins (in the emancipation movements in Latin America and in the community working in the USA), its relevance both in the individual and collective spheres. It will be explained, through some concrete examples, the difference between a relationship based on assistance, which is therefore "passive", and a relationship that supports and brings people to increasing autonomy and self-esteem.

SECOND STEP (1 hour) – "Investigating needs and resources"

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[20] https://www.facebook.com/liberalaparolatrento/
[21] https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

[22] See L. Weidenstedt, Empowerment Gone Bad: Communicative Consequences of Power Transfers, 2016,
https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869

An expert (a person with a great experience in migrants' reception and integration) explains, by means of a Power Point and presenting cases, what are the most common and recurring asylum seekers and migrants' needs, both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). A debate will follow.

Then,the trainer and the expert will suggest the most appropriate approach to identify and prioritise the mentee/mentee-family's needs. It shall be stressed that each migrant, as well as migrant families, has not only needs but also resources, which the mentor has to discover, as they are the basis to co-design a successful supporting strategy.

THIRD STEP (1 hour) – "Territories and their networks"

The trainer explains that at RaCIP the mentor is seen as a facilitator in the relationships between the migrant/the mentee-family and the network of people/associations/supporting services. Each actor in the network can address a need and has its own knowledge, skills and resources. Mentor will be encouraged to involve all these actors in the mentoring relationship: public actors (institutions, agencies and services), non-profit organisations (i.e. structured civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). The crucial institutions/services/associations providing services in the area where mentors are going to implement their activities, will then be identified.

At the end, trainees will carry out two activities, individually or in small groups, as they prefer:
- Mapping their own territory to identify as many local actors as possible;
- Planning leisure activities, allowing the mentee to meet other local and foreign people, speak the local language, increase his/her network of relations.

UNIT 1.4 – "The steeplechase" (duration: 2.30 hours)

The last Unit provides learners with basic skills to support migrants in their pathways to the refugee status recognition and the access to basic services. The mentor cannot be a specialist in all these fields, but needs some basic notions to be able to stand by the mentee and facilitate his/her relationship with the public services and their officers (lawyers, police officers, civil servants in different administrations, etc.).

The topics to be dealt with shall be referred to the current rules and procedures concerning the legal aspects of asylum seekers and foreigners' reception in all the RaCIP partner countries. A lawyer or a senior expert with legal expertise will address:
- q. The path to obtain asylum or another form of humanitarian or international protection
- r. Provisional and permanent residence status
- s. The granting of citizenship
- t. The issue of residency
- u. Working during the period necessary to define refugee status.
- v. The rules for access to health services (emergency and non-emergency).
- w. Access to schooling and vocational training.
- x. The main forms of income support for foreigners from the state or local authorities.

The expert should provide concrete examples and make the technical explanation easily understandable to all learners. The trainer, recalling what already emerged in the previous meetings, should underline how much this "steeplechase" affects the condition and the psychological resilience of the people to be supported.

MODULE 2 – SPECIFIC SKILLS

Training objectives and expected learning outcomes

Training objectives	Expected learning outcomes
Acquisition of basic knowledge and skills to foster inclusion "to" work and "at" work: ▪ awareness of the strategic role of work in the empowerment process ▪ conceptualization of migrants as a resource and not as a problem to be solved ▪ awareness of migrants' perception of work ▪ basic knowledge of the local network of employment channels and services ▪ awareness of the value of territorial networks and how to manage to build them ▪ ability to support the emergence, enhancement and completion of hard skills and soft skills at work ▪ knowledge of methods and tools for an effective job support (search, application, interview).	At the end of Module 2, the mentor will: ▪ have developed listening skills, in order to identify the personal working objectives of his/her mentee ▪ have refined his/her ability to identify, on the basis of the emerged mentee's experiences and aspirations, possible path to improve the minimum standards to participate at work (job search and job placement, attendance) ▪ have learnt the basics of the local "labour system" and the main paths to job placement ▪ know the channels for the certification of titles and competences ▪ know local job counters and temporary services ▪ know the channels for vocational training ▪ know the basic rules for the correct compilation of a CV ▪ know the basic techniques for a job interview ▪ have developed an awareness of interpersonal dynamics in the workplace ▪ have learned about the dynamics of networking in his/her local community.

Training contents

UNIT 2.1 – "At work!" (duration: 3 hours)

The first Unit of Module 2 introduces learners to the core of the job mentoring training: it provides notions and tools to co-design and co-manage a pathway to empowerment, which complement the acquisition of knowledge and skills necessary to face the job search and the subsequent selection (mentoring "to" work) with those useful while working (mentoring "at" work).

In order to be effective, the path should be able to create a bridge between the migrant's working culture, experience and expectations and the job in the hosting country, with its selection, recruitment and implementation methods.

FIRST STEP (30 minutes) – "The role of work in the empowerment process"

After a general introduction on the meaning of empowerment, the trainer will focus on the "labour factor" as a driving force towards autonomy, where economic emancipation and the strengthening of self-esteem mutually reinforce one another.

METHODOLOGY. The trainer will refer to theory and then provide the support of testimonials, whose contribution can be collected in a Power Point or in a short video.

SECOND STEP (1.30 hour) – "Working abroad"

A process towards empowerment through work has to necessarily start from the mentors' awareness of their mentee's expectations, the obstacles encountered and the concrete experiences already undertaken. Four migrants will be involved - possibly two women and two men - both job seekers and current workers, whose input can help to focus on the main aspects of the relations work-migrant. The results of this interaction will constitute useful basic indications to the mentor-mentee relationship and to the co-planning of the individual paths:

- Perception of the work dimension and personal expectations. Working culture in the home country and how it is perceived in the hosting country; expectations related to education and qualifications (enthusiasm versus frustration; expectations related to the workplace as a social hub)
- Obstacles and barriers to the labour market (language, accessibility of information, availability of channels, etc.)
- The workplace and the working environment; the relationship with colleagues and superiors; personal guarantees and the protection of rights.

METHODOLOGY. The trainer will facilitate the dialogue between learners and migrants.

THIRD STEP (30 minutes) - "Mentor and mentee co-planning of the pathway"

A person who has already experienced mentorship in the working environment explains the learners, with the support of the trainer, how it actually takes place. He/she will explain how to investigate the mentee's needs, his/her resources, with a view to the subsequent shared implementation of the pathway.

METHODOLOGY: Interactive meeting: general introduction and in-depth discussion/questions.

FOURTH STEP (30 minutes) - "Networks for job placement"

Looking for a job and the subsequent job placement do not depend only on rules and channels. The inclusion of migrants in the local community is a further, crucial asset. It is no coincidence that one of the strengths of the RaCIP project is precisely the role of the mentor as facilitator in the relationships between the migrant and the local network. The trainer will therefore explain the value of the "network" concept, giving examples of possible synergies within working networks.

Learners will be asked to carry out:
1.   a mapping of the local realities able to support mentees as a network, taking care to include organisations close to the labour work (e.g. trade unions).
2.   proposals that allow mentees to meet other people (local and foreign), speak the local language, increase their network of relations, also involving free time opportunities. It is suggested that proposals involve the mapping realized in Unit 1.3.

METHODOLOGY: Interactive meeting: general introduction and in-depth discussion/questions.

UNIT 2.2 – "The bag of tricks" (duration: 3 hours)

Mentoring, both "at" work and, even more, "to" work, requires the mentor to be able to translate the inputs of the listening phase - the experiences, aspirations and working vocation of his/her mentee -

into realistic objectives and related contents to be conveyed in the phase of research and placement.

Mentors are therefore required a basic knowledge of the access rules and running of the "labour system" in their local area, so as they are able to act as intermediary between their mentees and the officers of the services that support people seeking employment and relocation.

The mentor should also be able to help his/her mentee in the recognition of their hard skills: professional qualifications, certificates of knowledge of one or more foreign languages, certificates of courses attended and previous working experience. The mentor should also be able to bring out and promote the main cross-cutting competences (soft skills): professional attitude, digital literacy, ability to relate with colleagues and superiors.

The contents of the following steps necessarily differ, according to the different countries, both with regard to regulations and administration and to the working local "culture". National trainers will therefore have to refer to the specific legal and administrative context of their local "labour systems".

The trainer will be supported by one or more specialists, who will complement the theory with concrete examples, easily understandable for all trainees.

FIRST STEP (1 hour) – "Hard skills: assessment, recognition, enhancement"
1. What are hard skills in the working environment (studies, qualifications, professional experience, languages known, professional experience)
2. Language learning and certification
3. Recognition of qualifications: how to
4. Certification of skills: how to
5. Access to school and vocational training
6. Access to non-formal education trainings
7. Working while waiting for the refugee status determination
8. The service network (job centres, employment agencies, temporary services, accredited bodies for active employment policies, patronages, public bodies, etc.)
9. Services through the web

METHODOLOGY. Theory and case history.

SECOND STEP (1 hour) – "Soft skills: a guide"
1. Communication and relations with colleagues
2. Communication and relationship with superiors
3. Short guide to a digital literacy programme
4. Rights and safety at work: basic concepts and how to assert them in the workplace

METHODOLOGY. Theory and case history.

THIRD STEP (1 hour) - "Looking for a job and facing a selection"
1. The effective CV and its cover letter
2. How to deal with a job interview

METHODOLOGY. The theoretical notions will be taught through the practical drafting of a curriculum and its cover letter and through the simulation of an interview, with the learners as protagonists.

The last 30 minutes of Unit 2.2. will be dedicated to the face-to-face evaluation of the training course.

The meetings end with some practical indications on the beginning of the mentoring pathways (WP6) and on the on-going support/training system that the project Partners will provide to mentors during their experience alongside migrants.

Learning assessment

The learning assessment takes mainly the form of self-assessment. Each learner will have to prepare a written report on the following questions in the two weeks following the last meeting:
- How and to what extent has the training helped me to be more aware of migrants and their integration?
- How will I think to set up and develop a relationship of empathy and empowerment with the mentee I will be entrusted with?
- How will I think I am going to design a working pathway (the trainer will provide a profile on which learners will have to elaborate a proposal).

The reports will be sent to the trainer, who will contact each learner to provide his/her feed-back and possibly deepen with him/her aspects and topics which still need clarification.

Teaching materials, resources, texts

- Mateus, S., D. Santa-Marta, J. P. Pereira, M. Clemente & T. Seabra (2021). *Private Sponsorship and community-based integration: The PAR example and other good practices* (Paper for RaCIP Project). Lisbon: Iscte-Instituto Universitário de Lisboa, https://www.racip.eu/_files/ugd/6edbd8_aae16e97fa9249e99272400b3e14265e.pdf
- Refugees Welcome, *Chi sono i rifugiati e le rifugiate?* https://docs.google.com/presentation/d/1_uBAxwgW7Pnl75Kef1Dmh79nPbBFhfAV/edit#slide=id.p21
- EURITA, *Mentoring Refugees. A handbook for volunteers*, 2019, download at https://ec.europa.eu/migrant-integration/library-document/mentoring-refugees-handbook-volunteers_en
- On mentorship https://www.togetherplatform.com/handbook/mentor, https://www.togetherplatform.com/resources
- IOM UN Migration, *Paths to inclusion. Training for community mentors*, 2021, https://eea.iom.int/sites/eea/files/publication/document/Paths%20to%20Inclusion_%20Training%20for%20Community%20Mentors%20_%20Communication%2C%20Intercultural%20and%20Social%20Skills.pdf
- On interpersonal relationships, see C. Kallahan, *Anti-racism resource guide*, https://www.elon.edu/u/service-learning/wp-content/uploads/sites/519/2020/07/Anti-Racism-Resource-Guide.pdf
- A mainstreaming/institutional perspective, useful for the designing of intercultural learning approaches O. Nestian Sandu, N. Lyamouri-Bajja, *T-KIT 4. Intercultural learning,* Council of Europe, 2018 https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32
- Theoretical notions on emphaty: Raatikainen, E., Rauhala, L. A., & Mäenpää, S. (2021). *An educational intervention focused on teaching Qualified Empathy to social work students in Finland*. Journal of Applied Research in Higher Education.
- On empowerment, see L. Weidenstedt, *Empowerment Gone Bad: Communicative Consequences of Power Transfers*, SAGE, 2016, https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869
- I. Castiglioni, *La comunicazione interculturale. Competenze e pratiche,* Carocci, 2005
- For the recent developments in migration movements and the labour market inclusion of immigrants in OECD countries, see *OECD, International Migration Outlook 2021, https://www.oecd.org/els/international-migration-outlook-1999124x.htm*
- Ministero del Lavoro e delle Politiche sociali, Gli stranieri nel mercato del lavoro, XI rapporto annuale, https://www.lavoro.gov.it/documenti-e-norme/studi-e-statistiche/Documents/Undicesimo%20Rapporto%20Annuale%20-%20Gli%20stranieri%20nel%20mercato%20del%20lavoro%20in%20Italia%202021/Sintesi-XI-Rapporto-MdL-Stranieri-REV-22072021.pdf
- P. De Cuyper, H. Vandermeerschen, D. Purkayastha, *Migrant mentoring to work: defining an old-but-innovative instrument*, "International Journal of Evidence Based Coaching and Mentoring", 2019, Vol. 17(2), pp.108-121. DOI: 10.24384/cy2r-jd97. The essay provides further bibliography.
- International Training Centre of the ILO in collaboration with the Italian Council for Refugees, *Linee guida per "tutor d'impresa"*, https://www.retesai.it/wp-content/uploads/2016/06/LINEE_GUIDA_PER_I_TUTOR_DIMPRESA.pdf

- It may be useful to read the following document for the aims and methods of mentoring "on the job" (company mentoring) https://www.togetherplatform.com/blog/tips-for-effective-mentoring-at-work
- **For methods and tools to identify and develop the skills of refugees and newcomers with the perspective of employment see BREFE project,** https://www.brefe.eu/sites/default/files/files/Brefe%20IO2%20%28IT%29.pdf **Moreover,** *Identification of key employability skills. The card of competencies* https://www.brefe.eu/sites/default/files/resources/documents/Brefe%20-%20Identifying%20key%20skills%20for%20employment.pdf
- Icebreakers and group activities, https://www.sessionlab.com/blog/icebreaker-games/ , https://www.indeed.com/career-advice/career-development/icebreaker-ideas-for-small-groups, https://www.tinypulse.com/blog/sk-work-icebreaker-games
- Group activities ideas to foster emphaty https://www.ashoka.org/media/23588/download https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy
- *Io sono Li,* film on migrants and labour

CURRICULUM 5

ASSOCIATIONS AND STAKEHOLDER NETWORKS

RaCIP - Raising Capacity for Inclusive People engaged in private sponsorships

STAKEHOLDERS TRAINING

Curriculum 5. Associations and stakeholder networks

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Table of Contents

FOREWORD

This document is part of a collection of five curricula, designed in order to train five different targets of prospective mentors:

- Hosting families
- Local families supporting refugees' families
- University students
- Mentors to work
- Associations and stakeholder networks

Every curriculum includes two modules:

MODULE 1. This module is common to the five curricula, as it helps fostering the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement any mentoring relationship.

MODULE 2. It addresses the different targets' needs: basic knowledge and skills to support the mentors' specific roles and contexts.

CURRICULUM	MODULE 1 Cross-cutting skills	MODULE 2 Specific skills
1. Hosting families	**UNIT 1.1** *Refugees* **UNIT 1.2** *Being mentor: motivation and role* **UNIT 1.3** *Empowerment* **UNIT 1.4** *The steeplechase*	**UNIT 2.1** *Living together: ins and out in daily life* **UNIT 2.2** *Flying the nest*
2. Local families supporting refugees' families		**UNIT 2.1** *Highlighting values* **UNIT 2.2** *Rights and services*
3. University students		**UNIT 2.1** *Migrations* **UNIT 2.2** Loquor ergo sum – *I think, therefore I am*
4. Mentoring to work		**UNIT 2.1** *At work!* **UNIT 2.2** *The bag of tricks*
5. Associations and stakeholders networks		**UNIT 2.1** *Mentoring inside an organisation* **UNIT 2.2** *One-to-many/many-to-one: being in a group*

GLOSSARY

Expert: a person with a great experience who brings his/her knowledge and experience on one or more topics. In our context, the reception and inclusion of migrants.

Learner: participant and recipient of the training and forthcoming mentor.

Mentee: asylum seeker or person who has recently received a legal title to reside in the European Union and and will be receiving mentoring support.

Mentor: the person who will support a mentee in WP6 activities of the RaCIP project.

Mentee-family: a refugee household that has recently received legal title to reside in the European Union. It may include people who arrived at different times, and who are now facing together the dimensions of family and social life in a different context than their parents were born in.

Mentor-family: the family supporting a refugee family in the activities of Work Package 6 of the RaCIP project.

Newcomer: asylum seeker or person who has recently received a legal title to reside in the European Union.

Testimonial: a person who tells his/her own experience, helping learners to understand its true meanings.

Trainer: the leader of the training course. He/she will be present and active in all the training sessions.

INTRODUCTION

The importance and strategic role of civil society organizations to create effective integration models and foster more inclusive social services for migrants is unanimously recognized. Multi-stakeholder approaches, with the support of local authorities, have created – where implemented - better integration models and more inclusive social services for migrants and refugees, as the many collections of good practices tell us. The *Integration of Migrants and Refugees at the Local Level, by OECD,* stresses the importance of supporting migrants in their integration path as soon as they arrive and recommends a cross-level coordination, to respond to multi-dimensional needs. The same report, among the objectives to integrate migrants at local level, suggests to "Create spaces where interaction brings migrants and native-born communities closer"[23], which implies the grassroots commitment by civil society and ordinary citizens as volunteers.

As a matter of fact, participation is mostly promoted by local good practices, whose implementation answers the main following needs:
1) the need for better cohesion and solidarity in hosting societies
2) the need to support the inefficiency of official institutions[24] and the constraints of national regulation.

For these reasons, the most urgent need is to strengthen cooperation between stakeholders: associations and networks, whose members are trained to lead migrants towards autonomy and integration as they themselves imagine it, "felt specially through family gathering, social gatherings, sport and cultural activities. Socio-cultural integration and sense of belonging happens when having a positive social experience: be welcomed into a crowd, to be recognized in a group, to be able to participate, communicate, exchange" [25].

Our objective is to create a model capable of strengthening the effectiveness of individual inclusion paths through community inclusion paths, where mentors within associations and networks act as mediators and facilitators between these two dimensions of the migrant's process of autonomy and emancipation. In this sense, the collaboration between these mentors and hosting families with their supporters, mentors at work and university mentors, strengthens migrants' capacity building and develops their personal resources to future independence.

The training for mentors in associations and networks of stakeholders addresses these needs. Led by trainers and supported by experts and witnesses, the path includes two Modules, for a total amount of six Units. Module 1 (four Units) deals with the main cross-cutting issues of any mentorship experience, while Module 2 (two Units) focuses on the specific aspects related to this target group.

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[23] *OECD, Integration of Migrants and Refugees at the Local Level, 2018, p.3.*
[24] "Official and governmental institutions have very outdated systems, not prepared to meet the challenges of integration of foreign population", in Mateus, S., P. Santos, C. Santinho, A. R. Matias, T. Seabra, F. Pinho & A. Al Alou (2019), *PandPAS Social Survey Report, PandPAS project – Pre and Post-Arrival Schemes to facilitate inclusion and prevent xenophobia and radicalization,* www.pandpasproject.eu, p. 33.
[25] *PandPAS Social Survey Report*, cit. p. 31.

Prerequisites

No mandatory prerequisites are indicated and no specific background knowledge is requested. Aspirants who are already active in local associations and networks are expected to have the motivation and positive attitude required for participation.

However, the learners are required:
- adherence to the project core values (welcome, integration, multiculturalism)
- good listening skills, empathy, desire to engage with people from different cultures
- commitment in pursuing the project aims and in implementing its activities responsibly for the period required, aware that it will require a great deal of perseverance and energy.

MODULE 1 – CROSS-CUTTING SKILLS

Training objectives and expected learning outcomes

Learning objectives	Expected learning outcomes
The aim of Module 1, which introduces all training courses, is to foster the acquisition of cross-cutting knowledge (theoretical issues) and skills (practical, methodological, applied issues) necessary to build and implement a mentoring relationship.	At the end of Module 1, the mentor should have acquired: ▪ Understanding of the context, methodological assumptions and objectives of the RaCIP project; ability to use the WIX platform ▪ Knowledge of contemporary migratory phenomena ▪ Ability to reflect on the stories of migration, reception and first steps of integration ▪ Understanding of the key concepts of interculturality, empathy, empowerment ▪ Ability to listen to, analyse and interpret the mentee's needs ▪ Awareness of the attitudes to be adopted or avoided for an effective mentoring ▪ Basic knowledge about the main pathways to refugee status recognition and access to services.

Training contents

UNIT 1.1 – "Refugees" (duration: 2.30 hours)

The first Unit aims at shedding light on these main questions:
▪ Who are the people we would like to support?
▪ What is their background?
▪ Why did they come to Europe?
▪ What conditions do they live in?
▪ What are their fears, but also hopes and expectations?
▪ How can we create dialogue between people of different positionings, acknowledging differences in social, economic and political power?

Learners will be lead into the variety and complexity of the migratory issues: a world of women and men who, beyond their common condition of "newcomers", have different backgrounds and personal stories, far from our stereotypes. The learners not only will be introduced through report and statistics, but will meet testimonials telling their own experience.

Another focus will concern the motivations of the people attending the training and their awareness of the role they are going to play in the mentoring process.

FIRST STEP (1 hour) – "The RaCIP project"
- Participants and trainer's introduction (game or presentation in pairs[26])
- Presentation of RaCIP and its goals; the ethical, social and political meaning of private sponsorship will be stressed, as a strategy aiming not only at increasing migrants' integration but also the host communities cohesion and well-being
- Presentation of the training course
- Presentation of the WIX learning platform and how to use it during the training and the subsequent pilot experiences.

SECOND STEP (30 minutes) – "What do we know about refugees?"
The trainer invites participants to talk about the experiences they may have had with migrants, from simple meeting to a more engaging support. Common bias and stereotypes will be discussed starting from the participants' experience.

THIRD STEP (1 hour) – "People"
The trainer introduces two testimonials (or a family, in the training for mentor-families): an asylum seeker who has not yet received a response to his/her request for international protection and a migrant who has been in Europe for a few years and is better integrated in the hosting society (he/she has a job and accommodation). They will be asked to talk about their arrival and first steps of integration. Then they will be interviewed by the learners. Among the possible issues, vulnerability is recommended as an entry point for discussing inequalities or adversities as insecurity, relative economic or social disadvantage, limited coping capacity and unmet needs. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.2 – "Being mentor: motivation and role" (duration: 2.30 hours)

The second Unit has three main related aims:
- Help learners to understand their inner motivations to mentoring;
- Prepare them to cope with the difficulties they may encounter in their commitment;
- Make them aware of the attitudes that might facilitate or, on the contrary, hinder or distort the helping relationship.

FIRST STEP (30 minutes) – "Why did I choose to become mentor?"
Each learner is invited to think for himself and silently for 5 minutes (he/she are allowed to take notes) and then to expose his/her feelings to the others. The trainer writes down

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[26] The learners are divided into pairs. In each pair, one learner tells the other, in not more than three minutes, some essential information about him/herself: name, city of origin, district or country of residence, studies completed, studies in progress, any previous or current voluntary or work activities. When learner A has finished telling to B, B does the same to A. After six minutes, the trainer interrupts the dialogue, and for each pair asks A to introduce B and B to introduce A. Since this reversal of stories was not announced, some trainees are inevitably taken aback because they have not listened and memorised their partner's presentation with due attention. The person concerned can then intervene and integrate the gaps in the "absent-minded" partner's report. At the end of the activity, the trainer emphasises the lesson to be learned: in a mentoring relationship, the starting point are the mentor's ability to listen and the mentee's attention.

on the flipchart the keywords emerging from the expositions. The trainer highlights the importance of the self-related motivation (i.e.: I commit myself because with this experience will help my personal growth).

SECOND STEP (1 hour) – "What usually happens in practice"
Two volunteers or professional educators, who have already experienced mentoring with migrants, will be invited to talk about their experiences and how they lived this relationship from their personal and emotional point of view: difficulties, successes, failures, lessons learned. The learners will then interview the two experts. The trainer points out that, in a mentorship relation, disillusionment and discouragement are always around the corner: this is why patience, resilience and realism are required to the forthcoming mentors. Language barriers will be addressed, too: the trainer will explain how trying to overcome them by effective communication, following an approach that - in the process of progressive improvement of language skills - privileges relationships over learning and applying (in Italy, see the experience of "*Libera la parola*", an open lab for the use of Italian language to build relationships)[27].

THIRD STEP (1 hour) – "Empathy"
A psychologist and/or an anthropologist, who may use a role-play, will lead learners to think about the attitudes which help creating or destroying empathy between two people. They will reflect on how to listen, how to stay next to each other in the mentorship relation, without overwhelming one other, how to respect silences, how to deal with crises and desperation, how to handle lies or half-truths, how to encourage, how to discuss without arguing, how to embrace without suffocating. It will be emphasised that a mentoring relationship, even if it arises from the need to provide answers to a person's difficult or even dramatic conditions, is all the more effective when it develops through moments of well-being for both the mentor and the mentee. The trainer will propose specific exercise/dynamic around the learning of empathy[28]. The trainees will be invited to complement this step by reading the documents available on the WIX platform.

UNIT 1.3 – "Empowerment" (duration: 2.30 hours)

The third Unit aims at helping learners understand how to co-design and co-manage a path towards empowerment for his/her mentee. A premise is necessary: the concept of empowerment has problematic aspects, as a "delicate balance between empowerment and paternalism, substantial support, and suppression". We must be aware of consequences the role of "the grand benefactor". As pointed out, a wider autonomy and "power" of the target people should be recognised: "As desirable and necessary as it might sound to empower refugees, the elderly, ethnic minorities, the disabled, poor, those marginalized or discriminated against, whether the receivers of empowerment will truly feel empowered will depend on how the empowerer treats the intricate social processes taking place in empowerment situations"[29].

FIRST STEP (30 minutes) – "Empowerment: what does it mean?"

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[27] https://www.facebook.com/liberalaparolatrento/
[28] https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

[29] See L. Weidenstedt, Empowerment Gone Bad: Communicative Consequences of Power Transfers, 2016, https://journals.sagepub.com/doi/pdf/10.1177/2378023116672869

The trainer explains the meaning of "empowerment", its historical origins (in the emancipation movements in Latin America and in the community working in the USA), its relevance both in the individual and collective spheres. It will be explained, through some concrete examples, the difference between a relationship based on assistance, which is therefore "passive", and a relationship that supports and brings people to increasing autonomy and self-esteem.

SECOND STEP (1 hour) – "Investigating needs and resources"
An expert (a person with a great experience in migrants' reception and integration) explains, by means of a Power Point and presenting cases, what are the most common and recurring asylum seekers and migrants' needs, both at personal level and in everyday life (language, documents, work, home, sending money to the home Country, health care, psychological or psychiatric support, driving license). A debate will follow. Then,the trainer and the expert will suggest the most appropriate approach to identify and prioritise the mentee/mentee-family's needs. It shall be stressed that each migrant, as well as migrant families, has not only needs but also resources, which the mentor has to discover, as they are the basis to co-design a successful supporting strategy.

THIRD STEP (1 hour) – "Territories and their networks"
The trainer explains that at RaCIP the mentor is seen as a facilitator in the relationships between the migrant/the mentee-family and the network of people/associations/supporting services. Each actor in the network can address a need and has its own knowledge, skills and resources. Mentor will be encouraged to involve all these actors in the mentoring relationship: public actors (institutions, agencies and services), non-profit organisations (i.e. structured civil society organisations), but also informal groups or individuals from the so-called "fourth sector" (neighbours, retired people with a lot of free time at their disposal, teachers, craftsmen). The crucial institutions/services/associations providing services in the area where mentors are going to implement their activities, will then be identified.
At the end, trainees will carry out two activities, individually or in small groups, as they prefer:
- Mapping their own territory to identify as many local actors as possible;
- Planning leisure activities, allowing the mentee to meet other local and foreign people, speak the local language, increase his/her network of relations.

UNIT 1.4 – "The steeplechase" (duration: 2.30 hours)

The last Unit provides learners with basic skills to support migrants in their pathways to the refugee status recognition and the access to basic services. The mentor cannot be a specialist in all these fields, but needs some basic notions to be able to stand by the mentee and facilitate his/her relationship with the public services and their officers (lawyers, police officers, civil servants in different administrations, etc.).
The topics to be dealt with shall be referred to the current rules and procedures concerning the legal aspects of asylum seekers and foreigners' reception in all the RaCIP partner countries. A lawyer or a senior expert with legal expertise will address:
- y. The path to obtain asylum or another form of humanitarian or international protection
- z. Provisional and permanent residence status
- aa. The granting of citizenship
- bb. The issue of residency
- cc. Working during the period necessary to define refugee status.
- dd. The rules for access to health services (emergency and non-emergency).
- ee. Access to schooling and vocational training.

    ff.   The main forms of income support for foreigners from the state or local authorities.

The expert should provide concrete examples and make the technical explanation easily understandable to all learners. The trainer, recalling what already emerged in the previous meetings, should underline how much this "steeplechase" affects the condition and the psychological resilience of the people to be supported.

MODULE 2 – SPECIFIC SKILLS

Training objectives and expected learning outcomes

Training objectives	Expected learning outcomes
Acquisition of basic knowledge and skills for a positive, effective inclusion of the mentee in the network, where the mentor is (also) an intermediary between the mentee and the social group. The specific objectives concern: ▪ awareness of the value of the inclusion of migrants within social groups ▪ awareness of the reciprocity of the mentee-community relationship	At the end of Module 2, the mentors will: ▪ have understood their role as a mediator between mentee and association/network ▪ have refined their ability to identify their mentees' needs and aspirations, in order to guide and support them in a coherent pathway to inclusion ▪ have refined their management and problem-solving skills, in order to be able to address the critical issues of the "one-to-many/many-to-one" relationship.

Training contents

UNIT 2.1 – "Mentoring inside an organisation" (duration: 3 hours)

Mentoring inside an organisation has special characteristics. Among the most relevant, there is the greater complexity of the dynamics that take place within the organisation itself, also due to the triangulation mentor-mentee-members of the organisation. Two complementary relations coexist: the "one-to-one approach", based on the mentoring model, alongside with the "one-to-many/many-to-one approach", through the participation of the mentee in the activities of the community/group.

The first Unit of Module 2 focuses on the mentor's role between his/her mentee, the people attending the organisation or network, and those outside the network (civil society).

FIRST STEP (1 hour) – "About us"
Led by their trainer, the trainees present their own organisations, focusing on the aims, strengths and capacity to support effective pathways to inclusion, also on the basis of any previous possible experience. They will subsequently glance at the overall situation at local level, to focus on complementarities and potential collaborations and synergies with other organisations, up to the enlargement of the networks themselves.

Furthermore, based on what they had learnt in Module 1, trainees will be asked to put their future engagement into the context of their current role within their same organisation. The trainers will prepare guidelines for this discussion.

<u>METHODOLOGY.</u> Interaction between learners supported by the trainer as facilitator.

SECOND STEP (1 hour) – "The *mentor* facing…all the other"
In this phase, aspiring mentors will reflect on their current and potential relationship with the other members of their organisation. The aim is to select the aspects to be enhanced and the critical points to be overcome in order to involve the whole organisation in the migrant's path to integration inside the group and in the prospect of networking at local level. The potential of the relationship with other mentors (families, at work, at university) will be duly analysed, too.

The trainers will prepare the discussion grid, identifying typical roles, strengths and weaknesses of the organisations and their members in this context. Specific issues will possibly emerge during the meeting and will be discussed as well. The most relevant points will be discussed during the first step of Unit 2.1.

<u>METHODOLOGY.</u> Focus group on the basis of the grid prepared by the trainers.

THIRD STEP (1 hour) - "Look at what we are doing! Communication for a change"
Successful experiences of migrants' integration involving groups and associations have a very high communicative power. Communication is, actually, one of the most important factors of awareness raising. Therefore, after the analysis of a successful case from which learners will pick up ideas and suggestions, they will draw up some short guidelines to bring their current experience to the attention of the wider community and civil society.

<u>METHODOLOGY.</u> Case analysis and working group to draw up guidelines.

UNIT 2.2 – "*One-to-many/many-to-one*: being in a group" (duration: 3 hours)

Module 2 deals with the mentee's inclusion within the association or the network, that is to say within a consolidated system of relations: on one side there is the "group" as a collective subject, which expresses its own dynamics and "organisational culture", and on the other the individuals, as single members of that same group. The mentor, as mediator between his/her mentee and its members, will have to introduce him/her to the habits of the group, follow him/her in the activities they agreed upon and bring him/her closer to the single persons who, in turn, may be the driving force for greater inclusion in the wider local social context.

Experiences and good practices (first step) will be the empirical premise for suggesting interactions and activities to support integration and the progressive growth of relationships of empathy and trust (second and third step).

FIRST STEP (1 hour) – "Inside the group"
In this first step the representatives of associations and networks that have already experienced inclusion will tell how they worked and if and how this commitment has changed attitudes and behaviours, inside and outside their organisation. Learners will be able to ask questions that emerged during the second step of Unit 2.1. In addition, two migrants will be hosted and will be asked to highlight their experience inside an association or network, stressing if and how these relationships have contributed to facilitate their inclusion in the wider local social context.

<u>METHODOLOGY.</u> Interactive meeting: testimonials and questions from the learners.

SECOND STEP (1 hour) – "*One-to-many*"

The mentee's relationship with the group and its members begins with a greeting and a smile but, in order to consolidate, it needs regular mutual frequentation, focused on carrying out one or more common activities.

In this phase, trainees will discuss how to prepare the first meeting of the mentee with the group and, on the basis of his/her attitudes and expectations, how to build a path to help him/her join one of the association's or network's activities, hopefully opening up, through them, to new relationships and new friendships.

To this extent, the trainers, also based on what emerged during the first step of Unit 2.2, will draw up a grid of typical situations, which the trainees will explore and solve.

METHODOLOGY. Interactive meeting, problem solving session.

THIRD STEP (1 hour) - "*Many-to-one*"

The relationship between the mentee and the hosting group involves some of its members, who will have to support the mentor in managing the activities that the mentee will attend and carry out within the group. It will be discussed how to prepare the group for the mentee's inclusion, what roles should be envisaged alongside the mentor's and how to organise his/her practical introduction and inclusion.

The opportunity and methods to monitor the mentee's progress inside the association/ network will also be assessed.

METHODOLOGY. Interactive meeting, problem solving session.

The last 30 minutes of Unit 2.2. will be dedicated to the face-to-face evaluation of the training course.

The meetings end with some practical indications on the beginning of the mentoring pathways (WP6) and on the on-going support/training system that the project Partners will provide to mentors during their experience alongside migrants.

Learning assessment

The learning assessment takes mainly the form of self-assessment. Each learner will have to prepare a written report on the following questions in the two weeks following the last meeting:

- How and to what extent has the training helped me to be more aware of migrants and their integration?
- How do I plan and develop a relationship of empathy and empowerment with the mentee I will be entrusted with?
- How do I think I can help my mentee to integrate in my association and in my community at large?
- How I think I can work in a network, with other stakeholders, be they individuals or associations?

The reports will be sent to the trainer, who will contact each learner to provide his/her feed-back and possibly deepen with him/her aspects and topics which still need clarification.

Teaching materials, resources, texts

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- Refugees Welcome, *Chi sono i rifugiati e le rifugiate?* https://docs.google.com/presentation/d/1_uBAxwgW7Pnl75Kef1Dmh79nPbBFhfAV/edit#slide=id.p21
- EURITA, *Mentoring Refugees. A handbook for volunteers*, 2019, download at https://ec.europa.eu/migrant-integration/library-document/mentoring-refugees-handbook-volunteers_en
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- R. Cameron, J.L. Harrison, *The interrelatedness of formal, non-formal and informal learning*, 2012, https://files.eric.ed.gov/fulltext/EJ1000165.pdf
- S. Elaine Eaton, Formal, *Non-formal and Informal Learning: What Are the Differences?, 2010,* https://www.researchgate.net/publication/236222254_Formal_non-formal_and_informal_learning_What_are_the_differences
- A good example of a guide in a friendship fostering programme https://www.hostnation.org.uk/guide.pdf
- Icebreakers and group activities*,* https://www.sessionlab.com/blog/icebreaker-games/

https://www.indeed.com/career-advice/career-development/icebreaker-ideas-for-small-groups
https://www.tinypulse.com/blog/sk-work-icebreaker-games
- Group activities ideas to foster emphaty
https://www.ashoka.org/media/23588/download
https://mcc.gse.harvard.edu/resources-for-educators/tag/Caring+and+Empathy

RaCIP

Raising Capacity for Inclusive People engaged in private sponsorship

Raising Capacity for
Inclusive People engaged
in private sponsorship